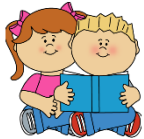


**Personal Social and Emotional Development**

Learning routines and understanding the boundaries and expectations in the school and class. Describe self in positive terms. Circle time-discussions about being unique and celebrating differences. Exploring feelings and knowing that it's ok to feel sad. Being a good friend.

**Cultural Capital**

Following school rules, understanding right from wrong. Socialising with peers irrespective of ethnic differences through play and partner work.



**Stories**

The Huge bag of worries

**Communication and Language**

Listen to stories with increasing attention and recall events. Retell events in their own lives and things they have done with their families and friends. Share ideas and opinions during discussion time. Speak to their peers about their weekend with the Class Mascot. Use language during role play to imitate experiences that they have observed. Turn take when speaking and listening.



**Physical Development**

Explore simple actions and shapes using their bodies and gain increasing control over their bodies. Develop skills of control, teamwork and negotiating space. Develop increasing fine motor skills through a variety of activities, play dough, threading, scissor work, 'Finger Gym' etc. Children to become confident in personal hygiene and continue to be dry all day.

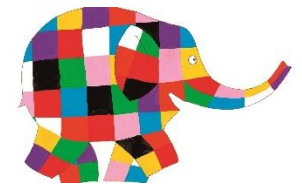


**Literacy**

Listen to stories linked to colour and describe story settings. Give meaning to marks they make when writing. Use initial sounds in their writing. Form some recognisable letters. Begin the phonics programme and link learning to their writing. Hold a pencil with increasing control.

**Class reads**

Elmer  
My Mum & Dad make me Laugh  
Super Duper You!  
It's OK to be different  
The 5 Senses  
Colour Monster  
Whoever you are



**Home Sweet Home**  
Autumn 1

**Characteristics of Effective Learning**

**Playing & Exploring**

What areas / activities are they drawn to? In play do they draw on experiences from home / outside school? Levels of persistence?

**Active learning**

Do they show care with what they're doing? Do they ask for help / support if they need it? Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people?

**Creating & thinking critically**

Do they try something different rather than follow what someone else has done? Do they understand patterns and predictability of events? Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work

**Expressive Arts and Design**

Exploring colour through different media. Using different tools to achieve an effect. Representing own ideas and creative flair by using variety of different media. Plan and build models and test out models. Follow instructions when baking. Children to taste foods from different cultures.



**Understanding the World**

Talk about own lives and the lives of people who are special to them. Begin to develop an awareness of past events through stories. Begin to talk about and experience the similarities of different materials and media. Explore and make observations of their immediate environment. Use vocabulary linked to weather and seasons. Use technological equipment with increasing control.



**Mathematics**

Recognition of numbers 1-10/1-20. Develop accurate counting skills Beginning to estimate the number of things in a set. Understanding simple addition and subtraction. Using numicon to understand number. Learning number rhymes, days of the week, repeating patterns. Recognising 2-d shapes and their properties.

