Parental involvement:

Phonics Workshop
Coffee morning
Tapestry
Introducing

Understanding of the World:

Differences and similarities between families
Begin to make sense of their own life-story and family's history
Talk about special celebrations / birthdays in their life
Tell you something about where they live
Name and describe people who are

Literacy:

Join in with rhyming activities
Listening to stories and talking about the characters and setting
Recognise and write some / all their name.
Write some letters accurately, using correct formation
Make marks in play, giving meaning to marks and labelling
Phase 2 graphemes
s a t p i n m d g o c k ck e u r b f l
Tricky words: is I the

Key text:

We're Going to Find the Monster
(Malorie Blackman)

Physical Development:

Dressing and undressing independently
Self-regulating needs
Show a preference for dominant hand and begin to develop pencil grip
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Children to develop good personal hygiene (hand washing, nose blowing etc)
Children are confident to use the toilet

Autumn Term Overview

'Marvellous Me'



Mathematics:

Subitise within 3
Identify sub-groups in larger arrangements.
Create their own patterns for numbers within 4.
Practise using their fingers to represent quantities which they can subitise.
Develop knowledge of the counting sequence, including through rhyme and song.
Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting.
Have opportunities to develop an understanding that

Communication and Language:

Learning peers and familiar adult names
Answer name in the register and communicate basic needs and wants.
Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
Start a conversation with an adult or a friend.
Understand how to listen carefully and why listening is so important

Expressive Arts and Design:

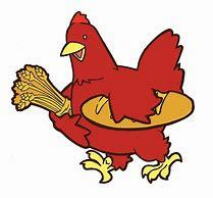
Explore and investigate the tools and materials in the junk modelling area.
Develop scissor skills.
Investigate cutting different materials.
Learn how to plan and select the correct resources needed to make a model.
Verbally plan and create a junk model.
Learn simple songs and perform them in our 'Harvest sing along'.
Explore resources and engage in roleplay / small world.

Personal, Social and Emotional Development:

Learning and following school routines / Try out new toys and tasks independently
Getting to know unfamiliar people and forming good relationships with peers and adults
To understand how it feels to belong and that we are similar and different.
To start to recognise and manage my feelings.

Autumn Term Overview

What is Harvest?



Parental involvement:

Harvest Sing Along

Understanding of the World:

Cooking: baking bread (linked to 'The Little Red Hen'

Talk about what they notice about the weather daily and how this impacts them (need a hat, gloves, sunhat, coat etc)

Describe what they see / hear and feel when outside

Seasons and features of Autumn (plants and animals)

Literacy:

Sequence events in stories

Retell nursery rhymes and stories (talk for writing)

Confident in recognising and attempting own name writing

Write initial sounds and simple captions. Use initial sounds to label

Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk

Words with -s/s added at the end (hats sits etc)

Words ending -s/z/ (his) and with -s /z/ added at the end (bag)

Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into,

Key Texts:

Colin's Castle (Holly Swain)

The Little Red Hen

Physical Development:

Pencil control

Using a knife and fork

Kneading dough to make bread

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Cooperation games (parachute games / climbing outdoor equipment / walking across a bench)

Putting on coat / packing book bag at end of day

Mathematics:

Subitise within 5 and explore the composition of numbers within 5.

Continue to develop their counting skills.

Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.

Count beyond 10.

Begin to recognise numerals 1-10

Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot

Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching

Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts

Communication and Language:

Retelling stories

Working with a partner and in small groups

Sing a large repertoire of songs

Children talking about experiences that are familiar to them

Enjoy listening to longer stories and can remember much of what happens.

Expressive Arts and Design:

Explore making marks with wax crayons.

Investigate the marks and patterns made by different textures.

Explore making marks with felt tips and chalk.

Compare different ways of making marks and drawing.

Rehearse and participate in the Christmas Production.

Personal, Social and Emotional Development:

Performing Harvest Songs in front of an audience

Confident to talk to other children when working in a group and able to ask adults for help

How to deal with emotions (linked to the 'Zones or Regulation')

Increasingly follow rules, understanding why they are important.

To understand why it is good to be kind and use gentle hands. To understand children's rights and this means we should all be allowed to learn and play.

To learn what being responsible means.