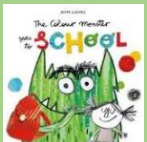
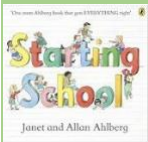


Autumn 1 – All About Me								
Possible Themes & Interests (Based on children’s interests)	ME	MY FAMILY	MY FRIENDS	MY COMMUNITY	FEELINGS/HARVEST	DIFFERENCE	Revisit/ongoing throughout the year	
								
Prime Areas								
Communication and Language	Listening: Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i> Attention: Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i> Respond: <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. tidy up time Understanding: Follow 1 step instructions e.g. put water bottle/snack in chair bag. <i>Understand ‘why’ questions.</i> Speaking: <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g. ‘Good Morning!’ <i>Use talk to organise themselves and their play.</i>					Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.		
Personal, Social and Emotional Development	Express feelings: Aware of own feelings, can <i>talk about feelings using words like ‘happy’, ‘sad’, ‘angry’.</i> <i>Begin to understand how others might be feeling.</i> Know they can rely on their teachers, friends, and family for support if they are worried. School transition.  Manage behaviour: Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. <i>Increasingly follow rules understanding why they are important.</i> Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour. Independence: Can independently organise themselves in the morning e.g., bookbag in chair bag, coat on peg, water bottle in chair bag, sit on carpet.					Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. Introduction of zones of regulation		

Can manage their own personal hygiene e.g., toileting, washing hands. Can follow 1 step instructions.

Collaboration:
Interested in others play and starting to join in.
Knows we work together to keep the class rules and earn positive rewards.

Social skills: *Build constructive and respectful relationships.*
Engage in positive interactions with adults and peers.
Play with one or more children, extending and elaborating play ideas.

The **ZONES** of Regulation®



Figure 2: Wall Posters of the Zones

Physical Development

Further develop the skills they need to manage the school day successfully: lining up and queuing, transitions, mealtimes, personal hygiene.

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Gross motor skills – Leisure Area (climbing and core strength), weekly PE lessons.
Look at and investigate our skeleton and body parts.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and athletics.

PE FOCUS
Personal Focus: following instructions, practise safely, independent work
Coordination skill: Footwork
Static Balance skill: One leg
[Get Set 4 Education - quality Music and PE primary curriculums](#)

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Complete separate fine motor writing assessment.

Assessment		Pre-Phonemic Stage				
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Indicate initials below:						
Aut 1						
Aut 2						
Spr 1						
Spr 2						
Sum 1						
Sum 2						

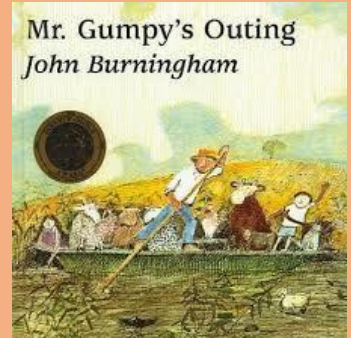
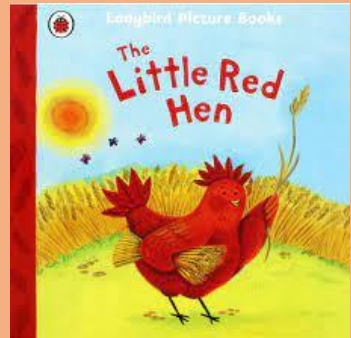
Specific Areas

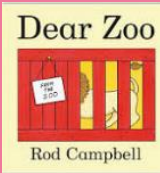
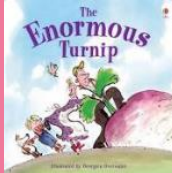
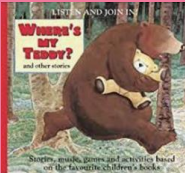
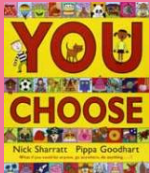
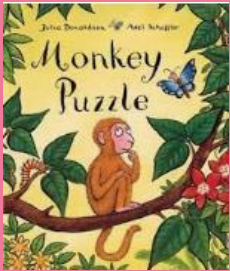
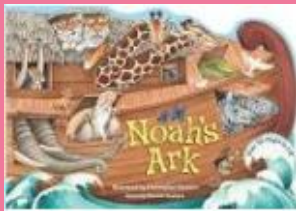
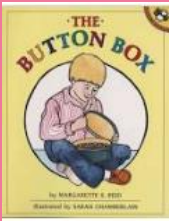
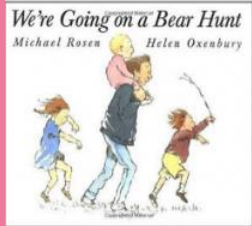
Literacy

COMPREHENSION
Listen and enjoy sharing a range of books.
Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.
Know that print carries meaning and in English, is read from left to right and top to bottom.
Know the difference between text and illustrations.
Enjoy joining in with rhyme, songs, and poems.
Join in with repeated refrains and key phrases.

WORD READING
Hear general sound discrimination and be able to orally blend and segment.

‘Core book’ story focus to increase comprehension of stories and embed new vocabulary.



	WRITING Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. Helicopter stories progression: Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	 Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Regular ‘helicopter stories’ to build confidence of children to compose their own stories and to develop their language skills.  Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.
Phonics	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. ‘Little Wandle Letters and Sounds’ Phonics programme – For parents Letters and Sounds (littlewandlelettersandsounds.org.uk)	
Mathematics	 Maths through routines: Introduce key times of day, class routines, where things belong, modelling, understanding and using positional language. Counting the number of children in our group today, using 5 frames. Baseline Opportunity to settle in, intro the areas of provision inside and outside and get to know the children’s mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language. Count objects, actions, and sounds. Subitise Matching - same/different, colour, size, shape. Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers. Comparing amounts – equal, more than, fewer than. Explore the composition of numbers within 5. Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest Exploring pattern - making simple patterns, odd one out, exploring more complex patterns. Mastering Number at Reception and KS1 NCETM https://whiterosemaths.com/resources/early-years	Learn new mathematical vocabulary Use new mathematical vocabulary in different contexts. Use new mathematical vocabulary through the day in discussions and conversations. 

Understanding the World	Chronology: Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.  Begin to develop a sense of continuity and change by being able to compare characters from stories. Respect: Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families in other countries across the world. Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, describe their home and draw/map out, seating maps, playground area map and read commons signs and logos. RE – Jigsaw RE Jigsaw RE – Discovery RE – Jigsaw Education (jigsaweducationgroup.com) Computing - Primary Computing Schemes of work (icompute-uk.com)	Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Observation: Explore the natural world around them and make observations and draw pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.
Expressive Arts and Design	Develop storylines in their pretend play. Self-portrait skills. Class animal – investigate, draw, make, paint, collage Autumn pictures/scenes Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Alphabet song Art and DT - Schemes of work, lesson plans and CPD - Kapow Primary	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Year group singing sessions with music teacher.

Adapted from original planning format by Corrie Leach.