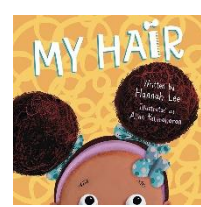
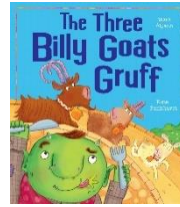
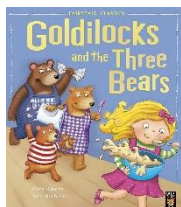


Autumn 1 Overview 2023/24



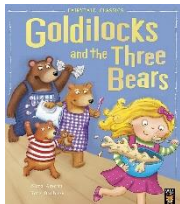

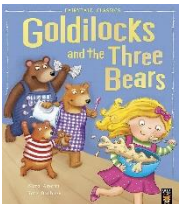
Celebrations and events:

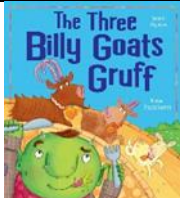
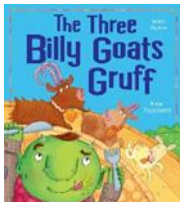
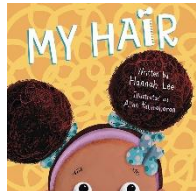

Black History Month - Oct
 Halloween - 31st October
 Bonfire Night – 5th November
 Remembrance Day – 11th November
 Diwali - 12th November
 Anti Bullying week-13th November
 Hannukah - 7th Dec
 Christmas

C&L- Listening , Attention and Understanding	PSED: Managing self	UTW: Past and Present
<p>I can turn to listen to my friends or my teacher.</p> <ul style="list-style-type: none"> • I can listen to and then follow an instruction. • I can remember and join in with rhymes and stories I like. • I can find the right tool for a job. • I can follow instructions using prepositions. • I can respond to a string of requests one after another (not quickly) • I can ask and respond to 'why' questions. • I can follow a story with props and pictures. • I can show interest in the lives of other people or events. • I can see some similarities and differences between people. • I can operate a CD player or MP3 player and show understanding of the remote controls. • I can show interest in other technological items. 	<p>I can select and use activities and resources with help.</p> <ul style="list-style-type: none"> • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing, and will communicate freely about my home and community. • I am outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help 	<p>I can remember and talk about significant events in my own experience</p>
C&L- Speaking	PSED: Building relationships	UTW: People, Culture and Communities

<ul style="list-style-type: none"> • I can start to link simple sentences. • I can explain in simple sentences, including ordering, stating what happened and what might happen. • I can use tense, intonation and rhythm to enhance meaning. • I can use vocabulary to express imaginary events in play. • I can engage in imaginary role play sometimes building stories around toys and objects. 	<p>I can initiate play, offering cues to my friends to join me.</p> <ul style="list-style-type: none"> • I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 	<p>I can show interest in the lives of people who are familiar to me.</p> <ul style="list-style-type: none"> • I can talk about some of the things I have observed such as plants, animals, natural and found objects.
Physical Development: Fine motor	Literacy: Reading	UTW: The Natural World
<ul style="list-style-type: none"> • I can use a pincer grasp. 	<p>Word reading:</p> <p>Know set 1-7 letters</p> <p>Read tricky words</p> <p><i>the, to, go, no, I</i></p> <p><i>He, she, we, me, be, was, my, you</i></p> <p>Blend and segment CVC words and apply knowledge in the classroom environment</p> <p>Comprehension:</p> <ul style="list-style-type: none"> • I can hold a book, turn the pages and indicate an understanding of pictures and print. • I can tell a story to friends. 	<p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>
Physical Development: Gross motor	Literacy: Writing	EAD: Creating with materials
<p>I can start to use a range of equipment to show a range of skills beginning to show confidence and control (hoops, large tennis balls, footballs, beanbags)</p> <p>I can move confidently in a range of ways showing precision, balance and good posture.</p> <p>I can start to use a two-wheeled pedal bike using our feet to aid balance.</p> <p>I can sit on a chair comfortably and correctly. I can sit on the floor for at least 5 minutes comfortably.</p>	<p>Handwriting:</p> <p>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <ul style="list-style-type: none"> • I can use tools for mark making with control. • I can grip using five fingers or preferably two fingers and thumb for control. • I can use pincers, tweezers and threading equipment with increasing control and confidence. • I can copy shapes, letter and pictures. <p>Composition:</p> <p>I can tell an adult what I have drawn or painted.</p> <ul style="list-style-type: none"> • I can give meaning to my marks as I write. • I can create representations of people, events and objects <p>Spelling:</p>	<p>I can enjoy joining in with dancing and ring games.</p> <ul style="list-style-type: none"> • I can sing a few familiar songs. • I can begin to move rhythmically. • I can imitate movement in response to music. • I can tap out simple repeated rhythms. • I can explore colour and how colours can be changed.

	<p>I can identify sounds from my own name in other words.</p> <ul style="list-style-type: none"> • I can ascribe meaning to other marks like on signage. <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • I can recognise a capital letter at the start of my name 	
PSED- Self-Regulation	Maths:	EAD: Being imaginative and expressive
<ul style="list-style-type: none"> • I am aware of my own feelings and know that some actions and words can hurt others' feelings. • I can accept the needs of others and I can take turns and share resources, sometimes with support from others. • I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. 	<p>Number</p> <p>I can count up to three or four objects by saying one number name for each item.</p> <ul style="list-style-type: none"> • I can count objects to 10 and begin to count beyond 10. • I can count out up to six objects from a larger group. • I can select the correct numeral to represent 1 to 5, then 1 to 10 objects <p>Numerical Patterns</p> <ul style="list-style-type: none"> • I can recognise some numerals of personal significance <p>Shape, Space and Measures:</p> <p>Measurement:</p> <p>I can talk about the routine of the day and use language like before, after.</p> <ul style="list-style-type: none"> • I can use comparative language like taller, shorter, the same. <p>Geometry/Shape</p> <p>I can start to identify shapes in the environment.</p> <ul style="list-style-type: none"> • I can start to find appropriate shapes for certain tasks. <p>Geometry/Position and direction</p> <p>I can start to make more meaningful pictures, patterns and arrangements with shapes.</p>	<p>I can sing to myself and makes up simple songs.</p> <ul style="list-style-type: none"> • I can engage in imaginative role-play based on own first-hand experiences

<p>Week 1 4/9/23</p>  	<p>PSED: BR - settling in, making new friends with peers and adults MS - accessing the classroom and its resources with support SR - relating own actions to that of Goldilocks right and wrong C&L: LA - using props to retell the story, joining in with familiar phrases Maths:N - talk about routines of the day- using language to compare the objects in the story</p> <p>Key Vocabulary: Goldilocks, Father Bear, Mother Bear, Baby Bear, bowl, chair, bed, woods/forest, house, three, bears, eat, sleep, sit. Cultural vocabulary: porridge, ouch, yummy, teamwork, compassion, resilience, respect, responsibility, focus</p> <p>PSED: MF – talking about our feelings. What makes us happy / sad / angry / exhausted? How can we make ourselves / help others to feel better? PSED: MR – team work. How do we work together as a good team? UTW:TW – Look at the different colours we find in our environment. EAD:CM – Draw or paint a picture at our environment, taking notes of the colours we see. EAD:CM – Paint a colourful tree picture, like the one from the story.</p> <p>Key Vocabulary: ignore, problem, sad, angry, arguments, neighbours, planet, shoulders, dreamers, idea, busy, energy, exhausting, morning, promise, blossomed</p>
<p>Week 2 11/9/23</p> 	<p>Literacy-C- retell the story to a friend- using props or the book W- give meaning to marks made from the story Maths- N- recognising numbers from the recipe to make porridge</p> <p>C&L: LA- following instructions for porridge recipe EAD: BI- roleplaying the story with props in the home corner</p> <p>Key Vocabulary: Goldilocks, Father Bear, Mother Bear, Baby Bear, bowl, chair, bed, woods/forest, house, three, bears, eat, sleep, sit. Cultural vocabulary: porridge, ouch, yummy, teamwork, compassion, resilience, respect, responsibility, focus</p>
<p>Week 3 18/09/23</p>	<p>EAD: BI- role play the story using props PSED: MS-using different areas in the classroom for a build a bridge challenge Maths: M-using comparative language during the story through role play PD-FM- help the goats to cross the bridge tracing activity</p>

	<p>Key Vocabulary: goat, troll, bridge, trip trap, small, little, medium, middle, big, large, valley, grass, river, teamwork, compassion, resilience, respect, responsibility, focus</p>
<p>Week 4 25/09/23</p> 	<p>L: C- Hot seating the troll, asking questions to him to find out information PSED: SR- Feelings/emotions- being aware of why the troll might be feeling like he is- facial expressions BI: CWM- Troll face paint- creating half a face and observing how they mix together to get a troll face UW: NW- finding out info - All about goats- putting info together on class sheet for display</p> <p>Key Vocabulary: goat, troll, bridge, trip trap, small, little, medium, middle, big, large, valley, grass, river, teamwork, compassion, resilience, respect, responsibility, focus</p>
<p>Week 5 02/10/23</p>  <p>Black History Month</p>	<p>UTW-TW: looking at the map of where our families come from-asking questions about these different places-food tasting- EAD:BI- Role Play hairdressers CL-AU- Looking at similarities and differences in our self portraits</p> <p>Key Vocabulary- style, hair, professionally, hairdresser, imagination, dreadlocks, plaiting, bantu knots, braids, hightop fade, cornrows, designs, du-rag, turbans, tie-heads, scarves, mohawk, afro, crown</p>
<p>Week 6 09/10/23</p> 	<p>C&L: LA Identifying rhyming words. C&L: S Explain in simple sentences what happens in the story. (Teacher to do story map based on what children say). Writing: Halloween CVC writing. Exp Arts: CWM Joining in with songs and rhymes / Halloween colouring.</p> <p>Key Vocabulary: Witch, owl, cat, cloak, shoes, hat, bread, egg, cocoa, milk, kipper, jam, broomstick, spider, cauldron, hill, frog, beetle, worm, bat, mice</p>
<p>Week 7 16/10/23</p>	<p>Reading: Looking at initial sounds and CVC words from the story. Writing: Potion recipe writing.</p>



Halloween

Exp Arts: CWM Potion making / Pumpkin design sheet.

UTW: PC Talk about ways that Halloween is celebrated.

Number Count the ingredients in the potion.

Key Vocabulary:

Witch, owl, cat, cloak, shoes, hat, bread, egg, cocoa, milk, kipper, jam, broomstick, spider, cauldron, hill, frog, beetle, worm, bat, mice