

Autumn 1 2024/25
Marvellous Me!

Possible Themes & Interests (based on interests the children have had in past years)	Starting School 	Families 	New Beginnings 	Relationships 	Feelings 
Suggested Texts	<p>Books following possible themes</p> 				
Autumn 1 Literacy Texts	 <div data-bbox="973 1035 1258 1213" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>+ Daily songs, nursery rhymes and school/class songs.</p> </div>				

Child led interests covered during the half term:

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
<p>Communication and Language</p> <p>Neli Interventions will in place for those children who</p>	<p>Listening:</p> <ul style="list-style-type: none"> Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important. <p>Attention:</p> <ul style="list-style-type: none"> Maintain attention in whole class and small group contexts for a short time. 	<ul style="list-style-type: none"> 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. 			

<p>require further support.</p>	<p>May find it difficult to pay attention to more than one thing at a time. Respond: Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Know how to respond appropriately when asked e.g., 'chime = freeze & show me 5' (whole school rule) Understanding: Know how to follow 1 step instructions e.g., put bookbag in drawer. Speaking: Use sentences of 4-6 words. Know a repertoire of songs e.g., nursery rhymes or numbers of songs. Know some social phrases e.g., 'Good Morning!</p>	<p>Use Poetry Basket: chop, chop, pointy hats, leaves are falling, breezy weather and cup of tea. Introduce Helicopter stories during free flow and perform. Use talk to organise themselves and their play.</p>			
<p>Personal, Social and Emotional Development</p>	<p>Express feelings: Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling. Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.</p> <p>Manage behaviour: Can inhibit own actions, welcome distractions when upset. Know the behavioural expectations of the Ladybird Class and school. Know that following rules is important.</p> <p>Self-awareness: Know what they like and do not like. Know that there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence: Know how to organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Know how to manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration: Know that if work together to keep the class rules and earn positive rewards.</p> <p>Social skills: Know how to engage in positive interactions with adults and peers. Play with one or more children, extending and elaborating play ideas.</p>  <p>J iigsaw Theme- BEING ME IN MY WORLD Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene.</p>	<p>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.</p>			

Build constructive and respectful relationships.

JIGSAW: BEING ME IN MY WORLD

Key Vocabulary: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns



Knowledge

- Know special things about themselves
- Know that some people are different from themselves
- Know how happiness and sadness can be expressed
- Know that hands can be used kindly and unkindly
- Know that being kind is good
- Know they have a right to learn and play, safely and happily

Social and Emotional Skills

- Identify feelings associated with belonging
- Identify feelings of happiness and sadness
- Skills to play cooperatively with others
- Be able to consider others' feelings
- Be responsible in the setting

Physical Development

Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots.

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.

I can work on simple tasks by myself.

I can follow instructions and practise safely.

I enjoy working on simple tasks with help.

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

REAL PE FOCUS – Unit 1

Personal Cog Focus – following instructions, practise safely, independent work

Fundamental Movements: (weeks 1-6)

Coordination Footwork

- I can move with good control.
- I can move with good balance.
- I can move smoothly.

Static Balance One Leg


- I can balance with standing foot still.
- I can balance with non-standing foot off the floor.
- I can balance with minimum wobble.

REAL PE Gym Focus– Unit 1 (Friday)

	<p>Unit 1 – Personal Unit – Shape and Travel (Themes are At Home and Jungle Trip)</p> <p>Weeks 1-6</p> <p>LC: Can I follow simple Instructions.</p> <p>Real Gym</p> <p>Shape</p> <p>I can perform an accurate shape.</p> <p>I can use good body tension to hold the shape.</p> <p>I can perform a repeatable shape.</p> <p>Travel</p> <p>I can move with good posture.</p> <p>I can move with light and quiet steps.</p> <p>I can perform accurate movement patterns.</p>				
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Specific Areas

<p>Literacy</p>	<p>COMPREHENSION</p> <p>Sharing a range of books.</p> <p>Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Daily questioning to develop comprehension skills.</p>			
	<p>WORD READING</p> <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>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.</p>			
	<p>WRITING:</p> <p>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.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Draws lines and circles.</p> <p>Helicopter stories progression:</p> <p>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.</p>				

<p>Phonics</p>	<p>Level 2 to begin in week 2 Autumn term. Level 1 will continue within provision alongside Level 2. Hear general sound discrimination, identify rhythm, rhyme, and alliteration to be able to orally blend and segment simple words. Week 2 -8 s a t p i n m d g o c k ck e u r teach CEW to, the h b f l teach CEW no, go, l ff ll ss 's' saying /z/ Revise weeks 1-6 Focus Tricky Words to, the no, go, l Revise all taught</p>																
<p>Mathematics</p>	<p>Baseline – 1st Week in School</p>  <p>Count objects, actions, and sounds. Subitise Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.</p> <table border="1" data-bbox="371 1060 1765 1690"> <thead> <tr> <th>Coverage: Getting to Know you!</th> <th>Guidance</th> </tr> </thead> <tbody> <tr> <td>Count objects Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers</td> <td>Encourage chn to put objects into a line so they have a clear start and end point, actions, and sounds.</td> </tr> <tr> <td>Subitise – perceptual subitizing</td> <td>Start by subitising and counting objects that are identical before moving on to slight differences e.g., size/colour, 5 frames can be used to support chn to subitise and compare numbers within 5.</td> </tr> <tr> <td>Matching and Sorting into groups same/different, colour, size, shape.</td> <td>Show collections of objects can be sorted into sets based on attributes such as colour, size, or shape. Understand the same collection can be sorted in different ways, discover own criteria. Lining up time sorting – if you like carrots line up, if you have a sister line up</td> </tr> <tr> <td>Comparing amounts – equal, more than, fewer than.</td> <td>Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater</td> </tr> <tr> <td>Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest.</td> <td>Specific language introduced such as tall, short, and long. Encourage using specific vocab to describe what they notice</td> </tr> </tbody> </table> <p>Exploring pattern - making simple patterns, odd one out, exploring Copy, continue and create own simple repeating patterns. Provide patterns with at least 3 full units of repeat. Say the pattern aloud to help to identify the part which repeats and supports to continue. AB patterns in a range of contexts e.g., shapes, size, actions, sounds. Build patterns vertically and horizontally. more complex patterns.</p>	Coverage: Getting to Know you!	Guidance	Count objects Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers	Encourage chn to put objects into a line so they have a clear start and end point, actions, and sounds.	Subitise – perceptual subitizing	Start by subitising and counting objects that are identical before moving on to slight differences e.g., size/colour, 5 frames can be used to support chn to subitise and compare numbers within 5.	Matching and Sorting into groups same/different, colour, size, shape.	Show collections of objects can be sorted into sets based on attributes such as colour, size, or shape. Understand the same collection can be sorted in different ways, discover own criteria. Lining up time sorting – if you like carrots line up, if you have a sister line up	Comparing amounts – equal, more than, fewer than.	Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater	Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest.	Specific language introduced such as tall, short, and long. Encourage using specific vocab to describe what they notice	<p>Introduce key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering.</p>			
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Understanding
the World



Chronology

Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them.

Enquiry:

Know that you can find out information from different sources e.g., internet, books.

Respect:

Know and talk about the special things in their own lives. Know how to respect and take care of school resources.
Know how to show respect and care for the natural environment and all living things.

LYFTA Resource:

Know that families in other countries across the world engage in similar activities to their own family. Know some differences.

Mapping:

Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, Pete's story map around school, seating maps, nature area map.
Know common signs and logos.

Communication:

Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.
Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions.

ICOMPUTE:

iCan Sort – Linked to Number and Number pattern and the natural world.
iCan Turn – Linked to Communication and Language
iCan play – Linked to Communication and Language, PSED and Physical Development
iCan stories – Linked to Communication and Language and Being Imaginative.

RE – Key Question F1: This unit will now run throughout the year

Which stories are special and why?

Talk about some religious stories.

recognise some religious words, e.g. about God

Identify some of their own feelings in the stories they hear

Identify a sacred text e.g. Bible, Qur'an

Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do

Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.

Explore stories pupils like, re-telling stories to others and sharing features of the story they like.

Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. 'Butterworth and Inkpen' series; Scripture Union The Big Bible Storybook.

- Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32);

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 by taking part in forest school sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

RE – Unit for Aut 1 F5: Where do we belong? (Christians, Hindus, Muslims)
 What makes us feel special? What makes many Christians feel that they are special to God?
 Why do many Christians believe that children are special to God?
 Where do you belong? Which groups do some religious people belong to?
 How do we show people they are welcome? How are babies welcomed into the Christian family?
 How are some babies welcomed in the Muslim tradition?
 How do Hindu brothers and sisters show their love for each other at a festival?

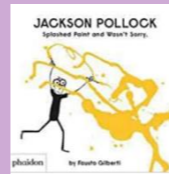
Expressive Arts and Design

Mark Making/Drawing:
 Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Create a self-portrait.

Colour:
 Know the names of light colours and dark colours.
 Know how colours can be changed using light and dark colours.

Portrait skills – drawing themselves, observational work, papier mache

Artist study – Jackson Pollock (collaborative work/splatter painting)



Pat-a-cake
 1, 2, 3, 4, 5, Once I Caught a Fish Alive
 This Old Man
 Five Little Ducks
 Name Song
 Things for Fingers

Poetry Basket:
 1. Chop chop
 2. Pointy Hat
 3. Five little pumpkins
 4. Leaves are falling
 5. Breezy Weather
 6. Wise Old Owl

Introduce: Charanga
Charanga Songs:
 Pat-a-cake
 1, 2, 3, 4, 5, Once I Caught a Fish Alive
 This Old Man
 Five Little Ducks
 Name Song
 Things For Fingers
 Perform to Parents at end of term.

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.