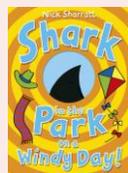
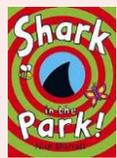


Core Texts

'Shark in the Park' 'Shark in the Park on a Windy Day'– Nick Sharratt/ Mrs Blackhat - Inkpe



Favourite five:

- The Rainbow Fish by Marcus Pfister
- Harry and the Dinosaur go to school by Ian Whybrow
- The same but different too by Karl Newson
- The Smeds and the Smoos by Julia Donaldson
- The day the crayons quit by Drew Daywalt.

Communication and Language

Speaking is one of our main focus assessments when children start in September. During the baseline assessment, we will be observing your child's spoken language and vocabulary. From this, each child has a language assessment and then this will see who needs further interventions from our NELI language programme. We will be looking to see if your child can:

- To start a conversation with an adult or a friend and continue it for many turns.
- To use talk to organise themselves and their play.
- To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- To be able to talk about familiar books and be able to tell a simple story.
- To begin to understand how to listen carefully and why listening is important

Personal, social, emotion development (PSED)

This is split into 3 areas:

Managing self, self regulation and building relationships.

We will be working on the following in this first half term:

- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- To begin to play with one or more other children, extending and elaborating play ideas.
- To begin to build constructive and respectful relationships with both adults and peers.
- To increasingly follow the classroom and school rules and routines

English

English is split into three areas: comprehension
:Listen to a story and comment on the events.
Name the characters from a familiar story.
Attempt to write their name in a way that they or others can recognise.
Writing: Discuss the marks they make.
Identify an object when given the initial sound.
Reading: Say the initial sound in a given word. Clap the syllables in a word.

Curriculum Web Autumn 1 *Me and my world*

Welcome to the Autumn Term in EYFS! We have an exciting few months ahead that promise to enrich our learning with a variety of activities and experiences.

Expressive Art and Design

Expressive arts is where we cover music, role play and creative art. We have different themes each term to develop skills.
To remember and sing simple songs.

- To explore different materials freely, to develop their ideas about how to use them and what to make.
- To begin to develop storylines in their pretend play.

Maths

Rote counting -Rote count on from a given number between 1 and 5
Counting objects - Understand that counting is to find out how many Use one to one correspondence when counting Understand the last number said is the number in the set
Number recognition -Select the numeral that represents a set of object..
Shape- Know that shapes can appear in different ways and be different sizes Build and make models with 3-D shapes
Space- Describe and recognise patterns made of objects, numbers and shapes Create patterns made of objects, numbers and shapes.

Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.

- To talk about members of their immediate family and community.
- To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to explore the natural world around them.
- To describe what they see, hear and feel whilst outside.

R.E

The Autumn terms unit is Special times. This focuses on the how and why do we celebrate. What times are special to different people and why.
We will be looking at what children celebrate eg birthdays, achievements in sports etc children are welcome to bring in certificates, medals and photos.
Then we will move onto the Harvest festival for this half term.

Physical Development

This has 2 areas:
Gross motor – PE sessions
Fine motor skills.
To use one-handed tools and equipment, for example, making snips in paper with scissors.

- To use a comfortable grip with good control when holding pens and pencils.
- To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- To begin to revise and refine some of the fundamental.

Curriculum Enrichment: