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| **Personal, Social and Emotional Development**  -Understands and follows classroom rules and is aware of behaviour expectations – own actions can affect others  ‘We are all different’ book  -Recognising differences between one another and the fact that it is good to be different because it makes us ‘unique’  -How to be a good friend  -Circle time – tree of gratitude  -Team building activities, such as den making, building a house and tidy up time  **EYFS**  **“Is confident to speak to others about own needs, interests, opinions”**  **“Can describe himself/herself in positive terms and talk about abilities”**  **“Works as part of a class and understand and follow the rules”**  **“Forms positive relationships with adults and other children”** | **Communication and Language**  -Retelling familiar stories in reading areas and when reading with adults  -Weekly circle time, reflections and homework share  **EYFS**  **“Listens to stories with increasing attention and recall”**  **“Maintains attention, concentrates and sits quietly during appropriate activity”**  **“Uses talk to organise, sequence and clarify thinking, ideas, feelings and events”** | **Reception**  **Autumn Term**  **How am I unique?** | **Physical Development- Health and Self-care**  -Creating a healthy lunch for a friend  -Discussing the importance of regular hand washing  -How to brush teeth properly  **EYFS**  **“Eats a healthy range of food stuffs and understands the need for variety in food”**  **“Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health”**  **“Shows understanding of how to transport and store equipment safely”** | **Physical Development- Moving and Handling**  -Den building  -Dough disco  -Experimenting with moving in different ways (P.E)  **EYFS**  **“Handles tools, objects, construction and malleable materials safely and with increasing control”**  **“Shows increasing control over an object in pushing, patting, throwing, catching or kicking it”**  **“Moves confidently in a range of ways, successfully negotiating space”** |
| **Maths- Number**  -Counting to 20  -Matching numerals to practical objects  -Practically add 2 numbers together  **EYFS**  **“Counts reliably with numbers from 1 to 20”**  **“Counts objects to 10 and beginning to count beyond 10”**  **“In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting”** | **Maths- Shape, Space and Measure**  -Making biscuits, measuring ingredients  -Making patterns  -Ordering and sequencing familiar everyday events  -2D shape hunt, discussing how many sides and corners the shape has  **EYFS “Uses mathematical names for shapes**  **“Uses everyday language to talk about size, weight, position, time”**  **“Recognise, create and describe patterns”** | **Literacy- Reading**  ‘Only One You’ by Linda Kranz  ‘Fantastic Mr Fox’ by Roald Dahl  ‘Hello World’ by Jonathan Litton  ‘Smile’ by Spike Milligan  ‘Wonder’ by Auggie Pullman  ‘Can I build another me?’ Shinsuke Yoshitake  **EYFS “Knows that information can be retrieved from books and computers”**  **“Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books”** | **Literacy- Writing**  -Mark making and pencil control  -Talk For Writing text:  Mr Wiggle and Mr Waggle.  Imitating through actions and following story map.  **EYFS “Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence”**  **“Begins to break the flow of speech into words”**  **“Writes own name and other things such as labels, captions”** | **Understanding the World**  -Walks around the local area  -Different types of families  -‘Hello World’ book / circle time activities  **EYFS**  **“Talks about the features of his/her own immediate environment and how environments might vary from one to another”**  **“Knows and can talk about similarities and differences between himself/herself and others”**  **“Knows that other children don’t always enjoy the same things and are sensitive to this”** |
| **End focus/celebration/ sharing/ event**  -Picnic at the park  -Crazy Jo sing and sign | **Expressive Art and Design**  -Creating pictures using natural materials (leaves etc)  Exploration of colour mixing, design and different textures  -Just Dance  -Crazy Jo  -Singing for the Christmas nativity  **EYFS “Selects tools and techniques needed to shape, assemble and join materials”**  **“Sings songs, makes music and dances, and experiments with ways of changing them”** | **Technology**  - Learning to use school laptops  - Learning when to ask to use the internet  - Being careful and looking after technology devices  **EYFS “Uses ICT hardware to interact with age appropriate computer software”**  **“Recognises that a range of technology is used in places such as homes and schools”** | **Significant persons: scientist/artists /composers/ historical figures**  **Elmer the Elephant**  **Drama/role play Opportunities**  Home corner  **Starting Visit**  Imagine That! | |

