

Autumn 1 – All About Me – 7 weeks							
Key Question - Are We All the Same?							
Dates	Week 1 4 th September	Week 2 11 th September	Week 3 18 th September	Week 4 25 th September	Week 5 2 nd October	Week 6 9 th October	Week 7 16 th October
Events	Mon & Tue – INSET days Weds, Thu & Fri – settling in days	Baselining	Baselining				
Books	The Colour Monster The Colour Monster goes to School Pete the Cat; Rocking in my School Shoes	You Choose	You Choose	You Choose	The Three Little Pigs	The Three Little Pigs	The Three Little Pigs
Poems / Rhymes		First 5 Core Nursery Rhymes	First 5 Core Nursery Rhymes	First 5 Core Nursery Rhymes Poem – Cup of Tea	First 5 Core Nursery Rhymes Poem – Cup of Tea	First 5 Core Nursery Rhymes Poem - Shoes	First 5 Core Nursery Rhymes Poem – Shoes
Guided Draw			Recap of types of line / shapes	Face	Person	Pig	House
Phonics		Phase 1 recap	Phase 1 recap	Phase 1 recap	c a t s / I	n i p / is	m d o / as
Literacy		Mark making and C&L	Mark making and C&L	Mark making and C&L	Evidence report / Wanted poster for the Big Bad Wolf	Acting out The Three Little Pigs	Story map for The Three Little Pigs
Maths		Subitising / counting rhymes	Subitising / counting rhymes	Match, sort and compare	Match, sort and compare	Talk about measure and pattern	Talk about measure and pattern
P.E				Introduction to PE	Introduction to PE	Introduction to PE	Introduction to PE

Computing				Basic iPad Skills – Recording Content	Basic iPad Skills – Recording Content	Basic iPad Skills – Recording Content	Basic iPad Skills – Recording Content
PSHE (Being Me in My World)		I understand how it feels to belong and that we are similar and different	I can start to recognise and manage my feelings	I enjoy working with others to make school a good place to be	I understand why it is good to be kind and use gentle hands	I am starting to understand children's rights & this means we should all be able to learn & play	I am learning what being responsible means

Personal, Social and Emotional Development

Know that my Teachers are there to keep me safe, look after me, help me and teach me new things
 Know our class rules and be able to explain why we have each one
 Know that our behaviour against our class rules feeds into our Good to be Green board and Class Dojo points
 Know that our visual timetable shows what we are doing each day
 Making new friends and learning how to share and take turns
 Know a variety of ways of managing sharing e.g. using a sand timer, playing with something else until that resource is free etc
 Be able to say how I am feeling and why
 Becoming independent in managing own needs e.g. putting my own coat on
 Know that when using the toilet, I must close the door, flush the chain then wash and dry my hands
 Know that when it is time to line up and walk around school, we must be calm and quiet

Communication and Language

Know the carpet expectations and why we have them
 Be able to maintain attention for short periods
 Learn new vocabulary and use this in our speech
 Know that our Bee Ambitious wall is used for the vocabulary we are learning that week
 Know that a story has a beginning, middle and end and be able to answer a variety of questions about the stories shared
 Understand a variety of question types e.g. who / what / where
 Be able to follow simple instructions
 Speak in full sentences to communicate my wants, needs and opinions

Physical Development

Know that we can move by walking, marching, jogging, running, hopping, skipping, jumping, striding, galloping, skipping, tiptoeing and crawling

Know that when moving we need to look as we move and change speed / direction to avoid obstacles / other children
Know the safety rules of our trim trail and why we have them
Know how to hold tools (such as scissors, hole punches, cutlery, paintbrushes etc) for them to work most effectively

Literacy

Know a variety of stories and be able to name some characters, settings and say what happened in the correct sequence
Know that the marks we make can have meaning
Know that we write / mark make from left to right and top to bottom
Know some sounds and be able to say what sound my name begins with
Know that each grapheme (letter) represents a phoneme (sound)
Know that tricky words are words that we must learn to recognise as they cannot be sounded out
Listen to stories with increasing attention and recall, joining in with repeated refrains
Show interest in illustrations and print in books
Show awareness of alliteration and rhyme
Locate the front and back cover and the title
Know how to open a book correctly and turn the pages with care
Know that print goes from left to right and top to bottom

Mathematics

Know how to count to 5 in order
Know that we use one number name per object / action
Know that subitise means to say how many we can see without counting and be able to subitise within 3
Know that we can sort things in a variety of ways e.g. by colour, size, type etc
Be able to sort a set of objects or identify how someone else has sorted a set
Be able to spot a mistake in a sorted set
Know how to create a 2 / 3 step repeating pattern and be able to spot any mistakes in other patterns
Know the meaning of the vocabulary 'more', 'equal' and 'fewer' and be able to compare two quantities using this language
Know that we can use balance scales to weigh things
Know that the lower side of the balance scales represents the heavier side and the higher side represents the lighter side
Know that if the balance scales are fully balanced, both sides are of equal weight
Know how to order objects from shortest to longest / shortest to tallest

Understanding World

Know that all families are different and to be able to name a variety of people in our own family e.g. parents, grandparents, siblings, aunties/uncles, cousins and pets
Know a variety of job roles and be able to talk about what we'd like to do when we are older

Geography

Know that a globe is a representation of planet Earth

Know that homes around the world look different for different reasons e.g. to suit the weather

History

Know that homes have changed over time

Science

Know the rules of Forest School

Know some vocabulary to describe what we see, hear and feel outside e.g. names of flowers, wildlife, weather types, seasonal changes etc

Expressive Arts and Design

Know the features of our face including eyebrows, eyelashes, eyes, nose, nostrils, mouth, lips, ears, ear lobes and hair and be able to represent our faces using different types of media e.g. pencils, paint, collage materials etc

Know that we have similarities and differences with other people

Know how to hold a pen with good control

Know that we can create shapes and lines to represent people and things

Know some types of house e.g. detached, semi-detached, terraced, flats, bungalow, caravan and be able to represent different houses in different ways e.g. using blocks, junk modelling materials etc

Know that we can use a variety of joining techniques e.g. glue stick, PVA glue, sellotape, masking tape etc

Know a variety of rhymes and poems and be confident to perform these with actions