



## Autumn 1 – Marvellous Me



Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>Sharing high quality texts and talking about what they have heard.</li> <li>Learning to listen carefully and respond appropriately.</li> <li>Initiating conversations with peers and familiar adults.</li> <li>Understand how to answer “how” and “why questions”</li> <li>Notice things in the environment and comment on them.</li> <li>Ask questions about what they see and hear.</li> <li>Talk about and name different types of homes</li> <li>Notice and talk about similarities and difference between homes</li> </ul> <p>Key Vocab Ourselves, families, aunty, uncle, grandparents, cousins, different types of houses, addresses, village, town, Glenfield</p>	<ul style="list-style-type: none"> <li>Learn class routines and develop good behavior for learning skills.</li> <li>Engage in conversations about factors that support overall health and wellbeing.</li> <li>Become increasingly independent with personal skills.</li> <li>Develop confidence to try new activities.</li> <li>To learn to take turns and cooperate with others.</li> <li>Learn to identify and name emotions.</li> </ul> <p>Key Vocab Happy, sad, angry, upset, excited, persevere, independent</p>	<ul style="list-style-type: none"> <li>Experiment with moving in a variety of ways e.g. rolling, crawling, walking, jumping, running, hopping, skipping</li> <li>Use one handed tools and equipment with some accuracy.</li> <li>Develop a preference for a dominant hand and begin to find an effective pencil grip.</li> <li>To enjoy being active and begin to understand the benefits of this.</li> </ul> <p>Key Vocab Rolling, crawling, climbing, jumping, hopping, skipping, healthy, heart beat, accuracy</p>

Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Explore the meaning of new words.</li> <li>• Identify words that rhyme.</li> <li>• Identify sounds they can hear in words.</li> <li>• Join in with repeated phrases from a story</li> <li>• Blend and segment words and begin to learn letter-sound correspondences.</li> <li>• Copy patterns using anticlockwise movements to develop an effective pencil grip.</li> <li>• Engage in emergent writing activities and start to write recognisable letters.</li> <li>• Talk about what they have “written” during mark making activities.</li> </ul> <p>Key Vocab Letter sounds, blend, segment, words, pictures,</p>	<ul style="list-style-type: none"> <li>• Recite numbers in order.</li> <li>• Develop 1 to 1 correspondence.</li> <li>• Begin to subitise to 5 (know how many objects there are without counting)</li> <li>• Use the words more and less to describe quantities</li> <li>• Use apparatus to explore how numbers can be partitioned.</li> <li>• Match objects and identify if something is the same/ different.</li> <li>• Sort objects according to different criteria</li> <li>• Talk about and explore shapes</li> <li>• Notice and talk about patterns</li> </ul> <p>Key vocab Zero, nothing there, 1 on its own, 2, 1 more than 1, Subitise</p>	<ul style="list-style-type: none"> <li>• Use senses to explore natural materials. Talk about what they see and notice within their environment.</li> <li>• Talk about own life story and anything that they know about their family’s history.</li> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul> <p>Key vocab Past, present, now, then, different, same, individual</p>	<ul style="list-style-type: none"> <li>• Listen to, and join in with, a range of songs, rhymes and stories.</li> <li>• Take part in pretend play activities and begin to add own narratives.</li> <li>• Explore a range of different materials e.g. paints, modelling materials, crayons etc.</li> <li>• To plan what they are going to make / create and be proud of their achievements.</li> <li>• Exploring how to use our voice and bodies to make sounds.</li> <li>• experimenting with tempo and dynamic when playing instruments</li> <li>• identifying sounds in the environment</li> </ul> <p>Key vocab Loud, quiet, rhythm, tempo Rhymes, role play, pretend, Plan, design, explore, change</p>