

Autumn 1 Topics: Me and my community, Long ago

Some books we will be exploring for this topic



Key Knowledge

- To begin to know how to sit sensibly on the carpet
- To begin to learn how to; choose it, use it, put it away
- To begin to talk about own emotions and begin to recognise these in others
- To begin to know how to look after basic hygiene and personal needs
- To know my own name
- To know who is in my family
- To know where I live
- To sit for a story and be able to listen for a period of time
- To join in singing a range of nursery rhymes

Key Vocabulary

Happy/ Sad/ Angry/ Excited

Family

Autumn (seasons)

Old & New



These are the objectives from the Early Years curriculum that we will be focusing on in Autumn 1 half term

<i>Communication and Language</i>	<i>Personal Social and Emotional Development</i>	<i>Physical Development</i>	<i>Literacy</i>
<p>We will learn to...</p> <ul style="list-style-type: none">• Enjoy listening to longer stories• Use a wider range of vocabulary• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".• Understand 'Why' questions• Sing a growing repertoire of songs	<p>We will learn to...</p> <ul style="list-style-type: none">• See themselves as a valuable individual• Show more confidence in new social situations• Play with one or more other children• Increasingly follow rules, understanding why they are important• Talk about their feelings, using words like 'happy',	<p>We will learn to...</p> <ul style="list-style-type: none">• Develop their movement, balancing, riding and ball skills• Go up steps using alternate feet• Use large muscle movements to wave flags, paint and make marks• Start to take part in some group activities• Use one handed tools and equipment,	<p>We will learn to...</p> <ul style="list-style-type: none">• Understand the five key concepts of print - print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing• Be able to spot and suggest rhymes

<ul style="list-style-type: none"> • Use longer sentences of four to six words • Start a conversation with an adult or friend and continue it for many turns 	<p>'sad', 'angry' or 'worried'</p> <ul style="list-style-type: none"> • Understand gradually how others might be feeling • Be increasingly confident in meeting their own care needs 	<p>for example, making snips in paper with scissors</p> <ul style="list-style-type: none"> • Develop fine motor skills so they can use a range of tools competently, such as pencils, paintbrushes, knives, forks and spoons • Show a preference for a dominant hand • Be increasingly independent as they get dressed 	<ul style="list-style-type: none"> • Count or clap syllables in words • Begin to recognise words with the same initial sound, such as money and mother
<p><i>Mathematics</i></p>	<p><i>Understanding the World</i></p>	<p><i>Expressive Arts and Design</i></p>	<p><i>At Home</i></p>
<p>We will learn to...</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (subitising) 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Talk about what they see using a 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Take part in simple pretend play • Begin to develop complex stories using small world equipment 	<p>You can help us by...</p> <ul style="list-style-type: none"> • Sharing books and stories every day • Discuss what we see around us when out

<ul style="list-style-type: none"> • Recite numbers past 5 • Show 'finger numbers' up to 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind' • Make comparisons between objects relating to size, length, weight and capacity 	<p>wide range of vocabulary</p> <ul style="list-style-type: none"> • Explore how things work • Begin to understand the need to respect and care for the natural environment and all living things • Continue developing positive attitudes about the differences between people • Talk about members of their immediate family and community • Explore the natural world around them • Describe what they see, hear and feel whilst outside 	<p>like animal sets, dolls etc</p> <ul style="list-style-type: none"> • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Explore colour and colour mixing • Listen with increased attention to sounds • Remember and sing entire songs • Play instruments with increasing control to express their feelings and ideas 	<p>and about</p> <ul style="list-style-type: none"> • Encourage independence when getting dressed, eating and tidying up • Counting everyday things (steps, fruit, cups on the table) • Notice numbers in environment (house numbers, buses etc) • Encourage children to cut up their own food with a knife and fork
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We will be interested in and pose questions/find answers ...



- What season is it? How do I know?
- Where do I live?
- What street do I live down?
- What is my full name?
- When is my birthday?
- What numbers can I recognise
- What is my favourite book? Why?
- How can I tell if I am happy/ sad?
- What types of fruit and vegetables do I know?
- What are the days of the week? Months of the year?

Thank you for your continued support.