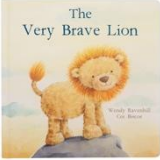
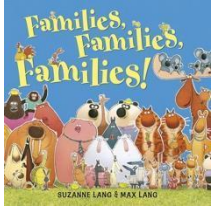
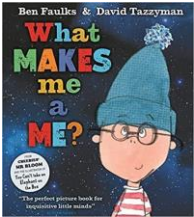
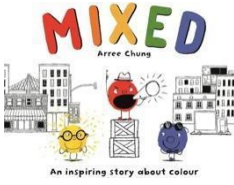
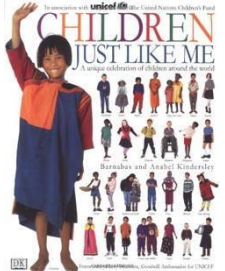
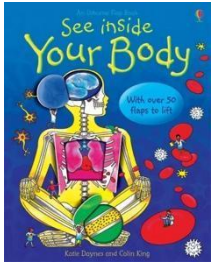




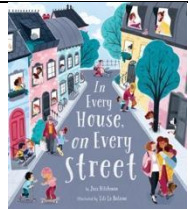
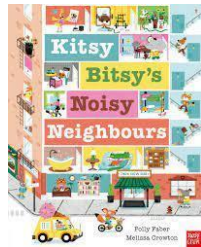


Who Am I – Term 1 – Autumn 1

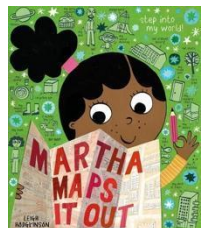
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Key Theme</b>	My classroom and school Rules and Routines	Me and My Family Our families Houses and Homes	Marvellous Me	My friends	My body Healthy me	How Am I feeling?	Changes Autumn - Seasons
<b>Core Texts</b>	Our Class is a Family by Shannon Olsen		Marvellous Me by Lisa Bullard			The Colour Monster by Anna Llenas	
<b>Other Texts That We Might Explore</b>	<p>The Very Brave Lion by Wendy Ravenhill</p> 	<p>Families, Families, Families by Suzanne Lang and Max Lang</p>  <p>In Every House on Every Street by Jess Hitchman</p>	<p>What makes me, me?</p>  <p>I Like Bees, I don't Like Honey by Sam Bishop</p>	<p>Mixed by Arree Chung</p>  <p>Children Just Like Me</p> 	<p>See Inside Your Body</p>  <p>Funny Bones by Janet and Allan Ahlberg</p> 	<p>The Colour Monster</p>  <p>The Colour Monster Goes to School by Anna Llenas</p>  <p>Eat Your Greens</p>	<p>Seasons Come, Seasons Go – Tree by Britta Teckenrapp</p> 



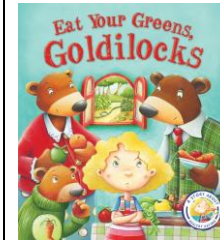
Kitsy Bitsy's  
Noisy  
Neighbour by  
Polly Faber



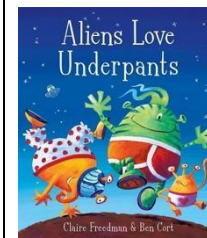
Martha Maps it  
out by Leigh  
Hodkinson



Goldilocks by  
Steve Smallman



Aliens Love  
Underpants by  
Claire  
Freedman



Who Am I – Term 1 – Autumn 1

<p><b>Personal, Social and Emotional</b></p>	<p>Supporting children to build relationships through getting to know you games and circle times.</p> <p>Introductions to positive behaviour strategies and clear expectations within classroom areas.</p> <p>Discussing emotions coming to school, trying new things.</p> <p>Tidy up time – why we tidy up after ourselves.</p>	<p>Creating our own classroom rules together - to understand why it is important to share and cooperate with others and strategies for doing so through role play activities and discussion.</p> <p>Supporting children to build relationships through getting to know you games and circle times continued.</p> <p>Sharing our special boxes - talking about ourselves and our families.</p>	<p>Class rules and routines continued.</p> <p>Continuing to see themselves as valuable individuals and understanding that it is okay to like different things.</p> <p>Continue sharing our special boxes.</p>	<p>To explore diversity, thinking about similarities and differences between us and our friends.</p> <p>Celebrating our similarities and differences and understanding that we are all unique and special.</p>	<p>Exploring how to care for our bodies and look after ourselves.</p> <p>How to stay healthy through eating healthy, exercising and keeping clean.</p> <p>Visit from a dental nurse.</p> <p>Learning about different feelings and emotions and how to recognise and deal with these – using our feelings wall / calm corner to help us express and manage how we feel.</p>	<p>Discussions about respecting and caring for our environment and all living things.</p> <p>Discussions about changes e.g. to our bodies, growing up, school etc.</p>
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Who Am I – Term 1 – Autumn 1

		<p>Understanding that all types of families are valuable and special.</p> <p>Children learn to see themselves as valuable individuals and they share their interests with the group and listen to others’.</p>				
<p><b>Vocabulary</b></p>	<p>Sharing, special, take turns, timer, rules.</p>	<p>Family, similar, love, friend, diversity</p>	<p>Hobbies, interests, valuable, special, passion, likes, dislikes, enjoy, unique, same, different.</p>		<p>Exercise, healthy, heart rate, breathing, body parts inside and out, balanced diet, energy.</p> <p>Emotions, feelings, happy, sad, calm, angry, scared, loving, proud, relaxed, calm, worried, anxious, upset, cheerful, delighted, unhappy, gloomy, surprised, bored, sorry, shy, peaceful, friendly, smiley, cross, annoyed, frustrated, loving, caring, supportive.</p>	<p>Caring, looking after, changing, growing.</p>

Who Am I – Term 1 – Autumn 1

<p><b>Communication and Language</b></p>	<p>Using Phase one phonics skills, games, stories and rhymes to promote listening skills and understanding.</p> <p>Introduce circle times to promote positive interactions with their new peers and adults to provide modelling within the areas of provision to expand on new vocabulary and build on relationships.</p> <p>Listening to our friends share their special boxes. Asking and answering questions.</p> <p>Turn taking skills modelled.</p>	<p>Starting Phase 2 phonics.</p> <p>Encouraging the children to talk about where they live/ where their family is from. Discuss different languages that their families speak.</p> <p>Discovering passions, likes and dislikes.</p> <p>Develop confidence and speaking skills by coming to the front to share their special boxes.</p> <p>Shared stories, developing vocabulary,</p>	<p>Shared stories, developing vocabulary, asking questions, and listening carefully.</p>	<p>Practise questioning skills for when the dental nurse comes to visit.</p> <p>Shared stories, developing vocabulary, asking questions, listening carefully.</p>	<p>Focus on feelings and discussing emotions with an emphasis on using different colours to help them express how they feel.</p> <p>Shared stories, developing vocabulary, asking questions, listening carefully.</p>	<p>Shared stories, developing vocabulary, asking questions, listening carefully.</p>
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			asking questions, listening carefully.				
<b>Vocabulary</b>	Listen, conversation, talk, taking turns, speaking, sharing, question, ask, answer, find out, vocabulary to describe feelings e.g. happy, sad, Zones of Regulation.						
<b>Physical Development</b>	Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes.	<p>Learning routines for PE. Getting changed for PE.</p> <p>Continue to develop gross motor skills using the outdoor provision and enhancements.</p> <p>Daily, focussed fine motor activities.</p> <p>Get Set 4 PE - to move around safely in a space.</p> <p>BEAM</p>	<p>Continue to develop gross motor skills using the outdoor provision and enhancements.</p> <p>Daily, focussed fine motor activities.</p> <p>Get Set 4 PE - To follow instructions and stop safely.</p> <p>BEAM</p>	<p>Continue to develop gross motor skills using the outdoor provision and enhancements.</p> <p>Daily, focussed fine motor activities.</p> <p>Get Set 4 PE - to stop safely and develop control when using equipment.</p> <p>BEAM</p>	<p>Continue to develop gross motor skills using the outdoor provision and enhancements .</p> <p>Daily, focussed fine motor activities.</p> <p>Get Set 4 PE - to follow instructions and play safely as a group.</p> <p>BEAM</p>	<p>Continue to develop gross motor skills using the outdoor provision and enhancements.</p> <p>Daily, focussed fine motor activities.</p> <p>Get Set 4 PE - to follow a path and take turns.</p> <p>BEAM</p>	<p>Continue to develop gross motor skills using the outdoor provision and enhancements.</p> <p>Daily, focussed fine motor activities.</p> <p>Get Set 4 PE - to work cooperatively with a partner.</p> <p>BEAM</p>

Who Am I – Term 1 – Autumn 1

<b>Vocabulary</b>	Travel, space, body parts, directions, speed, hop, run, skip, job, walk, in pairs, safety zone, teamwork, balance, strength, safe, space, stop, control, equipment, follow, take turns, cooperatively						
<b>Literacy</b>	Phase 1 – songs, rhymes, alliteration, body percussion, environmental sounds, oral blending and segmenting.  Name recognition and writing.  Storytimes focusing on listening and attention.	Phase 2 – Group 1 S, a, t, p  Initial letter formation  Story times  Mark making provision inside and out.  Letter tracing.  Name writing.  Writing and reading initial sounds.	Phase 2 – Group 2 i, n, m, d  Tricky words  Letter formation  Story times  Mark making provision inside and out.  Writing and reading initial, middle and end sounds	Phase 2 – Group 3 g, o, c, k  Tricky words  Letter formation  Story times  Mark making provision inside and out.  Writing and reading initial, middle and end sounds - exploring CVC words.	Phase 2 – Group 4 Ck, e, u, r  Tricky words  Letter formation  Story times  Mark making provision inside and out.  CVC words.	Phase 2 – Group 5 Catch up week or H, b, f, l  Tricky words  Letter formation  Story times  Mark making provision inside and out.  CVC words.	
<b>Vocabulary</b>	Story, author, title, blurb, talk, words, sentence, read. Listen, sounds, same, different, first, last, middle, letter, sounds, word, segment, blend, phoneme, grapheme, tricky word, CVC.						
<b>Mathematics</b>	Settling in, introducing the areas of provision and getting to know	White Rose – matching, sorting and comparing	White Rose – Talk about measure and patterns	White Rose - It's me 1, 2, 3			

Who Am I – Term 1 – Autumn 1

	<p>the children. Lots of counting rhymes. Introduce key times of the day and class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>				
<b>Vocabulary</b>	<p>Up, down, above, below, on, off, under, above, inside, outside, over Morning, lunchtime, afternoon, home time</p>	Sort, match, compare, equal, unequal		<p>longest, longer, shorter, shortest, wide, widest, narrow, narrowest, length, bigger, smaller, biggest, smallest, size, mass, capacity, heavier, lighter, heaviest, lightest, balance scale, more, least, most, less, full, empty</p> <p>pattern, repeating, colour, shape, size, AB, copy, continue</p>	<p>Count, subitise, order, numeral, digit, find, represent</p>
<b>Understanding the World</b>	<p>Games to help learn each other's names.  Sharing our special boxes to learn about each other.  Talk about birthdays, set up birthday board.  Name and describe people in their families. Talk about how families differ.</p>	<p>To begin to appreciate that we are all different within our class and celebrate our differences.  Understanding Christianity – Who are Christians?</p>	<p>To continue to celebrate our differences and similarities.  Understanding Christianity – What is the Bible?</p>	<p>Investigate how our bodies work.  Explore the impact of exercise on our body.  Explore healthy and unhealthy habits.  Explore how to keep ourselves clean and hygienic.</p>	<p>Explore the different seasons. Autumn walk using all of our senses to discuss the changing season.  Understanding Christianity</p>



Who Am I – Term 1 – Autumn 1

					Understanding Christianity – Who do Christians believe made the world?  Learn about the Harvest Festival.  Visit to the Church for the Harvest Festival.		– why do Christians call God an amazing creator?
<b>Vocabulary</b>	Me, myself, family, same, different, home, house, diverse, diversity, world, street.  Christians, Christianity, Reverend Pete, church, Bible.			Church, special, bible, cross, Reverend, Christian Christianity.	Body parts, healthy, exercise, unhealthy hygiene, man, woman, parent, family, boy, girl, child, home.  God, Creation, creator, Harvest Festival.		Autumn, acorn, bark, dry, wet, spring, summer, winter, weather, seasons, day, light, dark. Adam, Eve.
<b>Expressive Arts and Design</b>	Introduction to the self initiated creative area with the use of a variety of media.  Engaging in singing and rhyming circle times.	Self-initiated use of the creative area with a variety of media.  Family portraits.  Engaging in singing and	Self-initiated use of the creative area with a variety of media.  Engaging in singing and rhyming circle times.	Self-initiated use of the creative area with a variety of media.  Self-portraits - Todd Parr. Exploring colour mixing – primary and secondary colours.	Self-initiated use of the creative area with a variety of media.  Printing with different tools e.g. body parts.	Self-initiated use of the creative area with a variety of media.  Exploring a healthy diet – tasting and describing different foods.	Self-initiated use of the creative area with a variety of media.  Creating art with loose materials e.g Hannah Bullen-Ryner

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		rhyming circle times.  Music: I've got a grumpy face lesson 1.	Music: I've got a grumpy face lesson 2.	Kadinsky artist exploration.  Pattern making.  Music: I've got a grumpy face lesson 3.  Learning songs for the Harvest Festival.	Music: The sorcerer's apprentice lesson 1.  Learning songs for the Harvest Festival.	Exploring artist Giuseppe Arcimboldo and collaging.  Music: The sorcerer's apprentice lesson 2.  Learning songs for the Harvest Festival.	Exploring art using natural objects e.g. leaf rubbings.  Music: The sorcerer's apprentice lesson 3.
<b>Vocabulary</b>	Chalk, felt tips, pencils, wax crayons, scissors, tape, paper, card, newspaper.	Portrait, create, draw, mark, mark making.	Paint, paint pot, paintbrush, watercolour, poster paints etc.  Slow, fast, listening, beat.	Colours, mixing, portraits.  Slow, fast, listening, beat.	Dot, dab, print, pattern.  Slow, fast, listening, beat.	Artist, collage, stick, cut, design.  Fruit, vegetables.	Natural art, loose parts, rubbing.  Slow, fast, listening, beat.