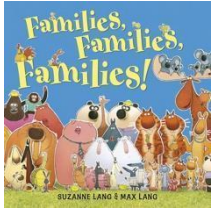
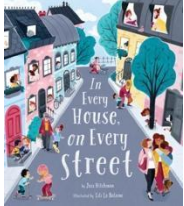
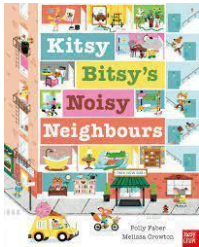
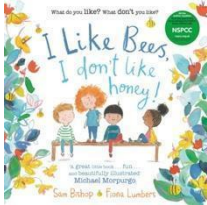

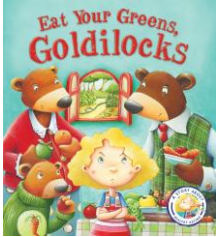
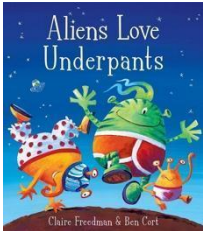


Who Am I – Term 1 – Autumn 1

	Week 1 2-5 Sept	Week 2 8-12 Sept	Week 3 15-19 Sept	Week 4 22-26 Sept	Week 5 29-3 Oct	Week 6 6-10 Oct	Week 7 13-17 Oct
Key Theme	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
Core Texts	Our Class is a Family		I Like Bees, I Don't Like Honey			The Colour Monster	
Other Texts That We Might Explore	<p>The Very Brave Lion by Wendy Ravenhill</p>  <p>Starting school</p> <p>A little bit brave.</p> <p>I am too absolutely small for school.</p>	<p>Families, Families, Families by Suzanne Lang and Max Lang</p>  <p>In Every House on Every Street by Jess Hitchman</p>	<p>Marvellous Me by Lisa Bullard</p>  <p>What makes me, me?</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>Seasons Come, Seasons Go – Tree by Britta Teckenrapp</p> 

Who Am I – Term 1 – Autumn 1

	<p>The worrysaurus.</p>	 <p>Kitsy Bitsy's Noisy Neighbour by Polly Faber</p> 	<p>I Like Bees, I don't Like Honey by Sam Bishop</p> 			<p>Eat Your Greens Goldilocks by Steve Smallman</p>  <p>Aliens Love Underpants by Claire Freedman</p> 	
<p>Personal, Social and Emotional</p>	<p>Supporting children to build relationships through getting to know you</p>	<p>Creating our own classroom rules together - to understand why it is important to share and</p>	<p>Class rules and routines continued. Seeing themselves as valuable</p>	<p>To explore diversity, thinking about similarities and differences between us and our friends.</p>	<p>Exploring how to care for our bodies and look after ourselves. How to stay healthy through eating healthy, exercising and keeping clean.</p>		<p>Discussions about respecting and caring for our environment</p>

Who Am I – Term 1 – Autumn 1

	<p>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>cooperate with others and strategies for doing so through role play activities and discussion.</p> <p>Continue 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>Understanding that all types of families are valuable and special.</p>	<p>individuals and understanding that it is okay to like different things.</p> <p>Continue sharing our special boxes.</p>	<p>Celebrating our similarities and differences and understanding that we are all unique and special.</p> <p>Continue sharing our special boxes.</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>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

		Children learn to see themselves as valuable individuals and they share their interests with the group and listen to others’.				
Vocabulary	Sharing, special, take turns, timer, rules.	Family, similar, love, friend, diversity	Hobbies, interests, valuable, special, passion, likes, dislikes, enjoy, unique, same, different.		Exercise, healthy, heart rate, breathing, body parts inside and out, balanced diet, energy. Emotions, feelings, happy, sad, calm, angry, scared, loving, proud, relaxed, calm, worried, anxious, upset, cheerful, delightedm unhappy, gloomy, surprised, bored, sorry, shy, peaceful, friendly, smiley, cross, annoyed, frustrated, loving, caring, supportive.	Caring, looking after, changing, growing.
Communication and Language	Using Phase one phonics skills, games, stories and rhymes to promote listening skills and understanding.	Starting Phase 2 phonics. Encouraging the children to talk about where	Shared stories, developing vocabulary, asking questions, and listening carefully.	Practise questioning skills for when the dental nurse comes to visit.	Focus on feelings and discussing emotions with an emphasis on using different	Shared stories, developing vocabulary, asking questions,

Who Am I – Term 1 – Autumn 1

	<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>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, asking questions, listening carefully.</p>		<p>Shared stories, developing vocabulary, asking questions, listening carefully.</p>	<p>colours to help them express how they feel.</p> <p>Shared stories, developing vocabulary, asking questions, listening carefully.</p>	<p>listening carefully.</p>
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Who Am I – Term 1 – Autumn 1

Vocabulary	Listen, conversation, talk, taking turns, speaking, sharing, question, ask, answer, find out, vocabulary to describe feelings e.g. happy, sad, Zones of Regulation.						
Physical Development	Develop gross motor skills using the outdoors with an emphasis on large scale building and mark making.	<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>
Vocabulary	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						
Literacy	Phase 1 – songs, rhymes, alliteration, body percussion, environmental sounds, oral blending and segmenting.			Phase 2 – Group 1 S, a, t, p	Phase 2 – Group 2 i, n, m, d	Phase 2 – Group 3 g, o, c, k	Phase 2 – Group 4 Ck, e, u, r

Who Am I – Term 1 – Autumn 1

	<p>Name recognition and writing. Initial mark making - tracing lines and shapes. Drawing of our families and hearing initial sounds in words.</p> <p>Storytimes focusing on listening and attention.</p>	<p>Initial letter formation</p> <p>Story times</p> <p>Mark making provision inside and out.</p> <p>Drawing something we like and don't like with focus on pencil control and hearing initial sounds. Tracing letters/ writing initial letters.</p> <p>Name writing.</p>	<p>Tricky word: I</p> <p>Letter formation</p> <p>Story times</p> <p>Mark making provision inside and out.</p> <p>Writing initial sounds - likes and dislikes continued.</p>	<p>Tricky word: is</p> <p>Letter formation</p> <p>Story times</p> <p>Mark making provision inside and out.</p> <p>Writing initial sounds and others in CVC words - feelings vocabulary.</p>	<p>Tricky word: to</p> <p>Letter formation</p> <p>Story times</p> <p>Mark making provision inside and out.</p> <p>Writing initial sounds and others in CVC words after an Autumn walk.</p>
Vocabulary	<p>Story, author, title, blurb, talk, words, sentence, read. Listen, sounds, same, different, first, middle, last, letter, sounds, word, segment, blend.</p>				
Mathematics	<p>Settling in and introducing the areas of maths provision. Counting rhymes and songs. Introduce key times of the day and class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>	<p>White Rose – matching, sorting and comparing</p>	<p>White Rose – Talk about measure and patterns</p>	<p>White Rose - It's me 1, 2, 3</p>	

Who Am I – Term 1 – Autumn 1

<p>Vocabulary</p>	<p>Up, down, above, below, on, off, under, above, inside, outside, over Morning, lunchtime, afternoon</p>		<p>Sort, match, compare, equal, unequal</p>	<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>
<p>Understanding the World</p>	<p>Games to help learn each other's names.</p> <p>Sharing our special boxes to learn about each other.</p> <p>Name and describe people in their families.</p> <p>Talk about how families differ.</p>	<p>To begin to appreciate that we are all different within our class and celebrate our differences.</p> <p>Understanding Christianity – Who are Christians?</p>	<p>To continue to celebrate our differences and similarities.</p> <p>Understanding Christianity – What is the Bible?</p>	<p>Understanding Christianity – Who do Christians believe made the world?</p> <p>Learn about the Harvest Festival.</p> <p>Visit to the Church for the Harvest Festival.</p>	<p>Explore the different seasons. Autumn walk using all of our senses to discuss the changing season.</p> <p>Understanding Christianity – why do Christians call God an amazing creator?</p>
<p>Vocabulary</p>	<p>Me, myself, family, same, different, home, house, diverse, diversity, world, street.</p>		<p>Church, special, bible, cross, Reverend,</p>	<p>God, Creation, creator, Harvest Festival.</p>	<p>Autumn, acorn, bark, dry, wet,</p>

				<p>Christian Christianity.</p> <p>Similar, different, same, likes, dislikes.</p>			<p>spring, summer, winter, weather, seasons, day, light, dark. Adam, Eve.</p>
Expressive Arts and Design	<p>Introduction to the self initiated creative areas with use of a variety of media.</p> <p>Engaging in singing and rhyming circle times.</p>	<p>To explore mark making with wax crayons, felt tip pens and chalk.</p> <p>To investigate the marks and patterns made by different textures.</p> <p>To compare different ways of making marks.</p> <p>To make controlled small and large movements.</p>	<p>Drawing family portraits.</p> <p>Engaging in singing and rhyming circle times.</p> <p>Music: I've got a grumpy face lesson 1.</p>	<p>Exploring colour mixing – primary and secondary colours.</p> <p>Kadinsky link.</p> <p>Music: I've got a grumpy face lesson 2.</p> <p>Learning songs for the Harvest Festival.</p>	<p>To explore paint through finger painting.</p> <p>To describe texture and colours as they paint.</p> <p>Music: I've got a grumpy face lesson 3.</p> <p>Learning songs for the Harvest Festival.</p>	<p>To explore printing with paint using various tools, including body parts.</p> <p>Music: The sorcerer's apprentice lesson 1.</p> <p>Learning songs for the Harvest Festival.</p>	<p>Outdoor painting - To create natural paint brushes using found objects.</p> <p>Music: The sorcerer's apprentice lesson 2.</p>

Who Am I – Term 1 – Autumn 1

		Engaging in singing and rhyming circle times.					
Vocabulary	Chalk, felt tips, pencils, wax crayons, scissors, tape, paper, card, newspaper, tissue paper, paint, water colour, paint pot, poster paint, stamps, rulers, sharpeners, coloured pencils, wax crayons, junk modelling, glue, cellotape, masking tape, fabric, thread, wool, scissors etc.	Wax crayon, hard, long, short, soft, straight, rough, thick, thin, smooth, wavy, circle, curved, line, squiggly, zig zag, chalk, pen, drawing.	Portrait, create, draw, mark, mark making. Slow, fast, listening, beat.	Primary colours, secondary colours, red, blue, yellow, green, orange, purple, mix, paint, paint pot, paintbrush, watercolour, poster paints. Slow, fast, listening, beat.	Dot, dab, print, shiny, silky, slimy, slippery, smooth, squelchy, sticky, wet. Slow, fast, listening, beat.	Print, pattern, colour, cotton buds, stamps, corks, cotton reel, bubble wrap, kitchen roll etc. Fruit, vegetables.	Feathers, flower buds, grass, leaves, mix, pine cones, pattern, texture. twigs. Slow, fast, listening, beat.