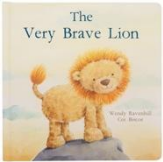
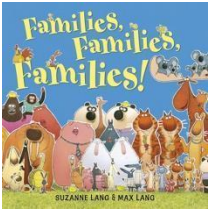
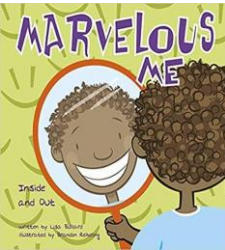
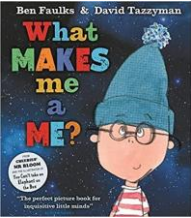
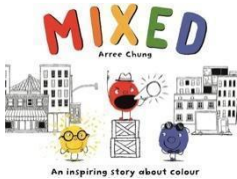
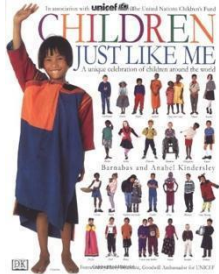
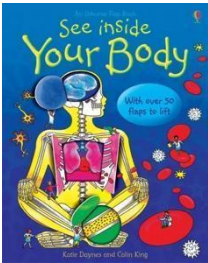
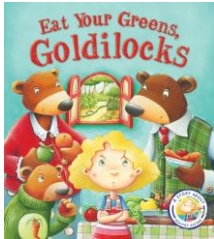
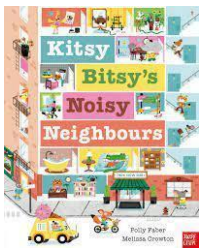
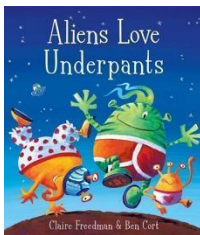


Who Am I – Term 1 – Autumn Term

	Week 1 2-4	Week 2 7-11	Week 3 14-18	Week 4 21-25	Week 5 28-2	Week 6 5-9	Week 7 12-16	Week 8 19-22
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	The Very Brave Lion by Wendy Ravenhill  Starting school A little bit brave. I am too absolutely small for school. The worrysaurus.	Families, Families, Families by Suzanne Lang and Max Lang  In Every House on Every Street by Jess Hitchman  Kitsy Bitsy's Noisy	Marvellous Me by Lisa Bullard  What makes me, me?  I Like Bees, I don't Like Honey by Sam Bishop	Mixed by Arree Chung  Children Just Like Me 	See Inside Your Body  Funny Bones by Janet and Allan Ahlberg  Aliens Love Underpants by	Eat Your Greens Goldilocks by Steve Smallman 	The Colour Monster  The Colour Monster Goes to School by Anna Llenas 	Seasons Come, Seasons Go – Tree by Britta Teckentrup 

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		Neighbour by Polly Faber 			Claire Freedman 			
Personal, Social and Emotional	Supporting children to build relationships through getting to know you games and circle times.	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.	Class rules and routines continued. Children learn to see themselves as valuable individuals and they share their interests with the group and listen to others'.	To explore diversity, thinking about similarities and differences between us and our friends. Celebrating our similarities and differences and understanding that we are all unique and special.	Exploring how to care for our bodies and look after ourselves. Continue supporting children to build relationships through getting to know you games and circle times.	How to stay healthy through eating healthy, exercising and keeping clean. Visit from a dental nurse. Continue supporting children to build relationships through getting to know you games and circle times.	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. Continue supporting children to build relationships through getting to know you games and circle times.	Discussions about respecting and caring for our environment and all living things. Discussions about changes e.g. to our bodies, growing up, school etc. Continue supporting children to build relationships through getting to
	Introductions to positive behaviour strategies and clear expectations within classroom areas.	Continue supporting children to build relationships through getting to know you	Continue supporting children to build relationships through getting to know you	Continue supporting children to build relationships through getting to know you				
	Discussing emotions coming to							

Who Am I – Term 1 – Autumn Term

	school, trying new things. Tidy up time – why we tidy up after ourselves.	games and circle times. Sharing our special boxes - talking about ourselves and our families. Understanding that all types of families are valuable and special.	games and circle times. Continue sharing our special boxes.	games and circle times. Continue sharing our special boxes.				know you games and circle times.
Vocabulary	Sharing, special, take turns, timer, rules.	Family, similar, love, friend, diversity	Hobbies, interests, valuable, special, passion, likes, dislikes, enjoy, unique, same, different.		Body parts, private parts, dental nurse	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, delighted, unhappy, gloomy, surprised, bored, sorry, shy, peaceful, friendly, smiley, cross, annoyed, frustrated,	Caring, looking after, changing, growing.

Who Am I – Term 1 – Autumn Term

							loving, caring, supportive.	
Communication and Language	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.	Listening to our friends share their special boxes. Asking and answering questions. Turn taking skills modelled. Using Phase one phonics skills, games, stories and rhymes to promote listening skills and understanding. Circle times and games.	Starting Phase 2 phonics. Encouraging the children to talk about where they live/ where their family is from. Discuss different languages that their families speak. Discovering passions, likes and dislikes. Develop confidence and speaking skills by coming to the front to share their special boxes. Shared stories, developing vocabulary, asking questions,	Shared stories, developing vocabulary, asking questions, and listening carefully. Discovering passions, likes and dislikes. Develop confidence and speaking skills by coming to the front to share their special boxes. Circle times and games.	Practise questioning skills for when the dental nurse comes to visit. Shared stories, developing vocabulary, asking questions, listening carefully. Circle times and games.	Continuing to explore question words. Shared stories, developing vocabulary, asking questions, listening carefully. Circle times and games.	Focus on feelings and discussing emotions with an emphasis on using different colours to help them express how they feel. Shared stories, developing vocabulary, asking questions, listening carefully. Circle times and games.	Shared stories, developing vocabulary, asking questions, listening carefully. Circle times and games.

Who Am I – Term 1 – Autumn Term

			listening carefully. Circle times and games.					
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.	Continue to develop gross motor skills using the outdoor provision and enhancements. Learning routines for PE. BEAM	Getting changed for PE. Continue to develop gross motor skills using the outdoor provision and enhancements. Daily, focused fine motor activities. Daily, focused fine motor activities. Get Set 4 PE - To follow instructions and stop safely. BEAM	Continue to develop gross motor skills using the outdoor provision and enhancements. Daily, focused fine motor activities. Get Set 4 PE - To follow instructions and stop safely. BEAM	Continue to develop gross motor skills using the outdoor provision and enhancements. Daily, focused fine motor activities. Get Set 4 PE - to stop safely and develop control when using equipment. BEAM	Continue to develop gross motor skills using the outdoor provision and enhancements. Daily, focused fine motor activities. Get Set 4 PE - to follow instructions and play safely as a group. BEAM	Continue to develop gross motor skills using the outdoor provision and enhancements. Daily, focused fine motor activities. Get Set 4 PE - to follow a path and take turns. BEAM	Continue to develop gross motor skills using the outdoor provision and enhancements. Daily, focused fine motor activities. Get Set 4 PE - to work cooperatively with a partner. BEAM
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,	Phase 2 – Group 1	Phase 2 – Group 2	Phase 2 – Group 3	Phase 2 – Group 4	Phase 2 – ll, ff, ss, j	Phase 2 –	Phase 2 Recap

Who Am I – Term 1 – Autumn Term

	environmental sounds, oral blending and segmenting. Name recognition and writing. Initial mark making - tracing lines and shapes. Drawing of our families and hearing initial sounds in words. Storytimes focusing on listening and attention.	S, a, t, p Initial letter formation Story times Mark making provision inside and out. Exploring pencil control - tracing lines, shapes and letters. Name writing (continues throughout term).	i, n, m, d Tricky word: I Initial letter formation Story times Mark making provision inside and out. Drawing something we like and don't like with focus on pencil control and hearing initial sounds. Tracing letters/ writing initial letters.	g, o, c, k Tricky word: is Letter formation Story times Mark making provision inside and out. Writing initial sounds - likes and dislikes continued.	Ck, e, u, r Tricky word: to Writing initial sounds and others that we can hear in simple cvc words using known sounds.	tricky word - put, pull, full, as. Letter formation Story times Mark making provision inside and out. Writing initial sounds and others in CVC words after an Autumn walk.	Letter formation Story times Mark making provision inside and out. Writing initial sounds and others in CVC words after an Autumn walk.
Vocabulary	Story, author, title, blurb, talk, words, sentence, read. Listen, sounds, same, different, first, middle, last, letter, sounds, word, segment, blend.						
Mathematics	Settling in and introducing the areas of maths provision. Counting rhymes and songs. Introduce key times of the day and class routines.	White Rose – matching,	White Rose – sorting and comparing	Subitising	Counting, Cardinality and Ordinality	Composition	NCETM Recap and White Rose Shapes – Circles, Triangles and Shapes with 4 Sides

Who Am I – Term 1 – Autumn Term

	Exploring the continuous provision inside and out. Where do things belong? Positional language.						
Vocabulary	Up, down, above, below, on, off, under, above, inside, outside, over Morning, lunchtime, afternoon	Sort, match, equal, unequal	Sort, match, compare, equal, unequal	Subitise, 1, 2, 3, match, numeral, amount, same, different, equal, unequal	pattern, count, subitise, how many?, altogether, total	Part, whole, smaller parts,	Shape, triangle, circle, square, rectangle, side, corner, curved, straight
Understanding the World	Games to help learn each other's names and interests. Sharing our special boxes to learn about each other. Name and describe people in their families. Talk about how families differ.	To begin to appreciate that we are all different within our class and celebrate our differences. Learn about the Harvest Festival.	To continue to celebrate our differences and similarities. Understanding Christianity – Who are Christians? Visit to the Church for the Harvest Festival.	To continue to celebrate our differences and similarities. Understanding Christianity – What is the Bible?	To continue to celebrate our differences and similarities. Understanding Christianity – Who do Christians believe made the world?	To continue to celebrate our differences and similarities. Understanding Christianity – How do Christians around the world say thank you to God for creation?	Explore the different seasons. Autumn walk using all of our senses to discuss the changing season. Understanding Christianity – How do Christian people around the world say thank you to God for creation? Recap and Assessment

Who Am I – Term 1 – Autumn Term

								Question Lesson.
Vocabulary	Me, myself, family, same, different, home, house, diverse, diversity, world, street.			God Christian Jesus Bible Church Tom Tessa Similar, different, same, likes, dislikes.	God Christian Bible Church Jesus	God Christian Creation Harvest Festival.	God Christian Bible Adam Eve Mexico Tree of Life	Autumn, acorn, bark, dry, wet, spring, summer, winter, weather, seasons, day, light, dark.
Expressive Arts and Design	Introduction to the self-initiated creative areas with use of a variety of media. Engaging in singing and rhyming circle times.	To explore mark making with wax crayons, felt tip pens and chalk. To investigate the marks and patterns made by different textures. To compare different ways of making marks. To make controlled small and large movements.	Drawing family portraits. Engaging in singing and rhyming circle times. Music: I've got a grumpy face lesson 1.	Exploring colour mixing – primary and secondary colours. Kadinsky link. Music: I've got a grumpy face lesson 2. Learning songs for the Harvest Festival.	To explore paint through finger painting. To describe texture and colours as they paint. Music: I've got a grumpy face lesson 3. Learning songs for the Harvest Festival.	To explore printing with paint using various tools, including body parts. Music: The sorcerer's apprentice lesson 1. Learning songs for the Harvest Festival.	To explore printing using printing tools. Music: The sorcerer's apprentice lesson 2.	Outdoor painting - To create natural paint brushes using found objects. Music: The sorcerer's apprentice lesson 3.

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		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. Slow, fast, listening, beat.	Print, pattern, colour, cotton buds, stamps, corks, cotton reel, bubble wrap, kitchen roll etc. Slow, fast, listening, beat.	Feathers, flower buds, grass, leaves, mix, pine cones, pattern, texture. twigs. Slow, fast, listening, beat.