

Expressive Arts



Wide variety of printing, collage & painting looking at colours of the season.
Self portraits and colour mixing
Building texture
Constructing and decorating objects for the role play house
Exploration of how sounds can be changed / Playing simple rhythms/ lullabies
Rhymes, action songs, counting songs.
Making baby rattles and mobiles

PSED



Developing confidence & establishing effective relationships/ class routines
Extend and elaborate play ideas.
Show respect for others, take turns and share.
Behave appropriately.
Understand the diversity of family groups
Personal likes and dislikes

Communication and Language Literacy



Listen attentively & responding to stories and rhymes.
Understand use of resources and objects in the classroom
Role-play – building stories around toys/ fantasy stories - Castles
Enjoying books and making own 'All about me' information characters
Tuning into sounds/phonics through 'Letters and Sounds' approach
Recognising own name and writing it.
Mark making
Individual reading readiness.

Marvellous, magical me

Understanding the World



People and Communities - Body parts, growing, healthy eating and being healthy.

Families – interest in the lives of people who are familiar to them, fictional families

Community - Diversity, People Who Help Us. Occupations.

Natural World – Autumn/Visiting school pond

Role Play House Outdoors with child initiated themes - New Baby, Visitors, Birthday Party

Castle – Magical Castle

Assessment:

Baseline assessments/Children's Interests
Class based assessment Development Matters.
(Pencil grip and preferred hand/phonetic knowledge, number skills)

Mathematics



Reciting number names in order
Counting objects
Recognise numerals
Using language to compare sets of objects
Comparing length and height – measuring own height
Vocabulary of addition and finding the total of items
Birthdays, Months of the Year
Order and sequence familiar events
Using shapes to create patterns and build models and Describing them.
Recognising shapes in the environment and naming them

Visits/Visitors:



Meeting the vicar and staff in school as and when appropriate.
Castle Visit/ Forest School

Physical Development



Moving in response to music.
Write dance – Gross/Fine Motor programme
Negotiation of space/ Ability to travel, balance on apparatus, jumping off, rolling
Developing pencil grip and control.
Fine motor activities

Outdoor Activities:



Co-operative play on climbing frame, go-kart, tricycle.
Water art, chalks, bubbles.
Observing changes in the nature garden.
Making and flying kites