

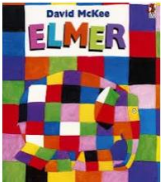
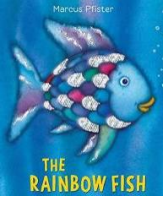

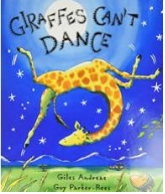



What are we learning?	Key Themes and books				Key Experiences	
 <p>Being Me in My World</p>	<p><u>The Colour Monster –feelings</u></p> 	<p>Elmer – differences</p> 	<p>Rainbow Fish- sharing</p> 	<p>The invisible string – relationships</p> 	<p>Giraffes Can't Dance- perseverance</p> 	
<p>PSED</p> <ul style="list-style-type: none"> • What makes me special/ my special people • Who can help me? • Feelings • self-care and self-regulation techniques • Developing relationships • Class rules: Behavioural expectations in the class/boundaries set • Jigsaw- Being me in my World 			<p style="text-align: center;">This is Me!</p> <p style="text-align: center;">Reception</p> <p style="text-align: center;">Autumn Term 1</p> <p style="text-align: center;">2021</p> 		<p>Maths</p> <ul style="list-style-type: none"> • Baseline/getting to know you • Number focus • Number a week 1-5 • Numberblocks • Counting, 1:1 • Number recognition • Subitising • Representing Number 	
<p>CLL</p> <ul style="list-style-type: none"> • Talking about family/ routines and special occasions. • Following instructions in routines. • Developing listening skills and phonological awareness. • Developing social phrases e.g. 'good morning!' • Asking why. • Engaging in story times. 					<p>UW</p> <ul style="list-style-type: none"> • Talk about members of my immediate family and the relationship to them, name and describe people who are familiar to them. • Begin to develop a sense of continuity and change by being able to compare characters from stories. • Learn about themselves and special things in their own lives. • Talk about the features of their immediate environment with visual representations e.g., around school, seating maps, nature area map and notice common signs and logos. 	
<p>PD</p> <ul style="list-style-type: none"> • PE- Fundamental Skills • Develop confidence and movement skills using apparatus and space outdoors. • Develop and refine fine motor skills and hand eye coordination needed for writing. • Develop a good pencil grip 						

Literacy

- Listen and enjoy sharing and joining in with a wide range of books, poems and songs.
- Phonics - start to learn to read and write set 1 sounds.
- Develop listening and speaking skills in a range of contexts.
- Give meaning to marks they make. Understand that thoughts can be written down.
- Start to blend known sounds to read simple regular words e.g. mum, dad.
- Write their name with a name card or try to write it from memory.

EAD

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Create collaboratively, sharing ideas, resources and skills.
- Develop storylines in their pretend play.