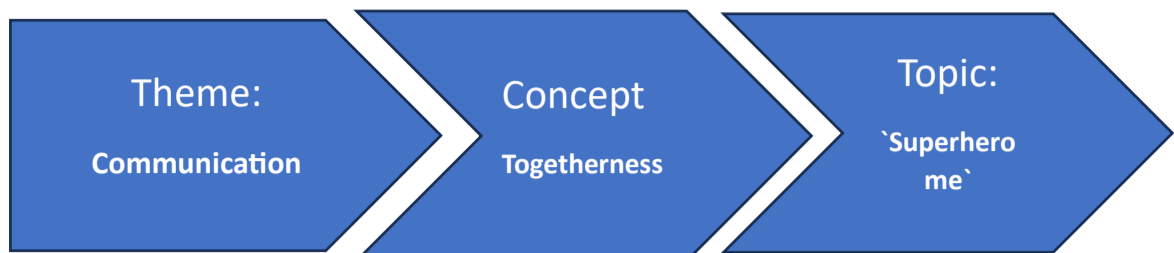
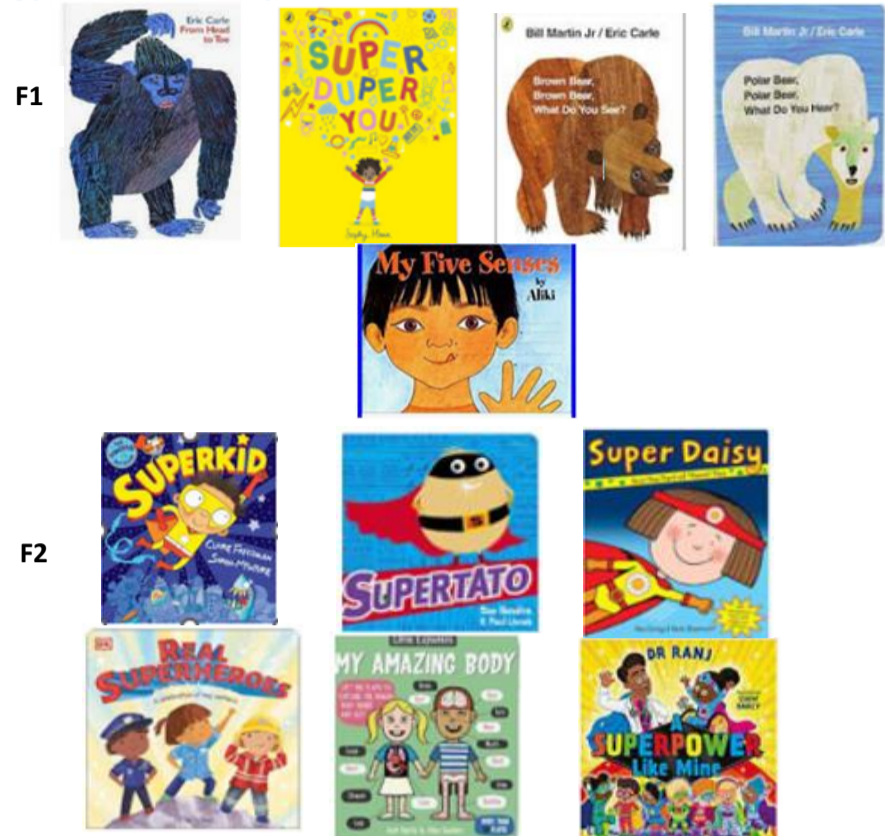




### Our Reading Curriculum



### Communication & Language

#### Key Vocabulary

- Rules and routines: these ensure we are kept happy and safe.
- Superheroes are people that help us.
- Body parts and some of their functions.
- Unique: we are all different and one of a kind.
- Kind and Helpful.

#### Questions for learning

- Who am I ? what makes me special?
- Superbodies – how do our bodies move ?
- What makes our bodies move ?

- What makes our bodies special ?

- Who are my superheroes?/ super helpers at home.

- Who are the superheroes in our community ?

- What do they do to help us ?

#### FS1

Listen to others one-to-one and in small groups. Is able to follow directions (if not intently focused)

#### FS2

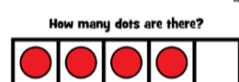
Shows variability in listening behaviour. May indicate two-channelled attention.

### Mathematics

Our maths skills begin with counting, we will be introducing subitising which helps children create a fast recognition of number, and groups of numbers. We will explore and learn about comparing quantities. Asking questions like; What has more and what has less? Do you know how many more?

This term we will also be exploring about shapes, 2D and 3d shapes. Looking at their properties and being able to recognise them.

A five frame is a tool to help with the math skills for counting and comparing.



#### FS1

Enjoy counting verbally.

Points to each item when counting to 5

Uses number names and number language in play.

Joins in with simple patterns in games, sounds and movements.

#### FS2

To count up to 10 objects with 1:1 correspondence

To match quantities to numeral

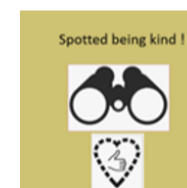
### Personal, Social and Emotional Development

**Relationships** – Settling in will focus on relationships, relationships between both staff and children. We will ensure children feel safe, secure and have a sense of belonging. They will know who they can talk to if they have any worries or needs.

**Classroom Rules**- Children will help us to decide on classroom rules for the year.

**Kindness reward system**- We will introduce our class reward system during the first week. 'You've been spotted', earning stickers for positive behavior and earning postcards for kindness and hard work.

**Superhero me** – In our topic we will discuss what makes us special, how we can take care of ourselves and others inc. Health and Well Being.



### Expressive Arts & Design

**Art** – Children will be supported to paint a self-portrait. They will learn skills such as preparing the workstation, mixing colours, washing and clearing away. Painting will be available for children to practice these skills in the provision independently.

**Role play**- Will be available in a range of different spaces, home corner, small world and construction.

**Music**- A range of nursery rhymes will be introduced, including a Nursery Rhyme of the week. F2 will follow the Charanga scheme and attend singing assemblies on Thursday mornings.

**Construction**- Open ended resources, including a range of large and small bricks. Small world figures and natural resources.

### Literacy

F1 phonics learning will begin with an introduction to the skills and aspects that will help our children develop their early phonics knowledge. With a focus this term on listening and speaking.

F2 will be following 'Little Wandle Letters and sounds' learning the phonemes and linking each letter sound to its grapheme. Writing will be supported by learning a handwriting rhyme for each letter to help develop letter formation.

Autumn 1 phase 2 graphemes	Tricky words
s a t p i n m d g o c k c k e u r h b f t	is I the

Core and spine texts will give opportunity for children to develop a love for reading, reading time will help deepen the children's understanding, give way to lots of discussions and opportunities to learn new vocabulary. Mark making will be available in a variety of areas, using different tools and resources.

**FS1**- Listens to and joins in with stories and poems, looks at and enjoys print and digital books independently, includes mark making and early writing in their play. **F2**- Enjoys an increasing range of books, Can recall and discuss stories, Gives meaning to the marks they make.

### Understanding the World

**People and Communities** – Explore the school grounds, look at the culture at school- different classes / teachers. Our local community (where we live) – place photos around the classroom, looking at what the children can identify.

Talk about our families, what makes us the same, what makes us different?

How have we changed?

People in our community that help us, can we talk about different professions? doctors, nurses etc.

**The World**- Look at the changes in our seasons, harvest celebration – What is Harvest? Autumn pictures

Autumn walk – what can we see, hear, touch. (Linked with our bodies / our senses)

**Religious Education**- A selection of stories and why they are special.

### Physical Development

**Fine Motor – Name writing**; Self registration for name recognition, small groups will be allocated for staff to help children form letters correctly. 'This is me' work sheet, tracking progression through each term.

**Funky Fingers** – Focus activities will be planned to support fine motor skills.

Examples of this: Playdoh, threading, scissor skills and games. These will develop hand muscles and support pencil grip.

**Gross motor**- P.E skills – teamwork and games. Changes in movement and developing large movements inc. upper body strength, shoulder pivots, elbow, and wrist.

