

Curriculum Coverage:	Data Implications:	Special Focus:
<p><b>Communication and Language</b>            Sing a large repertoire of songs            Develop their communication but may still continue to have problems with irregular tenses and plurals.            Use talk to organise themselves and their play.            Begin to pay attention to more than one thing at a time.</p> <p><b>Physical Development</b>            Continue to develop their movement, balancing, riding and ball skills.            Use large muscle movements to wave flags and streamers, paint and make marks.            Go up steps and stairs, or climb up apparatus, using alternate feet.            Match their developing physical skills to tasks and activities in the setting.            Use one-handed tools and equipment such as making snips in paper with scissors.            Be increasingly independent as they get dressed and undressed for example putting on coats.</p> <p><b>PSED</b>            Select and use activities and resources, with help when needed.            Become more outgoing with unfamiliar people, in the safe context of their setting.            Show more confidence in new social situations.</p>		<ul style="list-style-type: none"> <li>• Settling children into new class.</li> <li>• Developing communication and language skills.</li> <li>• Promoting a love of reading.</li> <li>• Modelling how to use each area and how to tidy up each area.</li> <li>• Baseline assessments.</li> <li>• Wellcomm Assessments</li> <li>• Counting for a purpose</li> </ul>
	<p><b>Core Rhymes:</b></p> <ul style="list-style-type: none"> <li>• If you're happy and you know it</li> <li>• Head, Shoulders, Knees and Toes</li> <li>• Wind the Bobbin Up</li> <li>• 5 Little Monkeys Jumping on the Bed</li> <li>• Autumn Leaves</li> </ul>	<p><b>Festivals/ Special Occasions:</b></p> <ul style="list-style-type: none"> <li>• Diwali – 24<sup>th</sup> October</li> <li>• Bonfire Night – 5<sup>th</sup> November</li> <li>• Remembrance Day – 11<sup>th</sup> November</li> <li>• Children in Need – 18<sup>th</sup> November</li> <li>• Christmas</li> </ul>
	<p><b>Core Texts</b>  <b>Autumn 1</b>  <b>Feelings and Friendships</b></p> <ul style="list-style-type: none"> <li>• Please &amp; Thank You : A Pirate Pete and Princess Polly Book – Andrea Pinnington</li> <li>• Sharing Time – Elizabeth Verdick</li> <li>• This Is Our House – Michael Rosen</li> </ul>	<p><b>Other Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Diwali Dancing</li> <li>• Funky Fingers Family Workshop</li> <li>• Magical Maths Family Workshop</li> <li>• Christmas Concert</li> </ul>

<p>Increasingly follow rules, understanding why they are important.          Begin to understand how others might be feeling.</p> <p><b>Literacy</b>          Understand key concepts about print: print has meaning, page sequencing, we read English from left to right and top to bottom          Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Mathematics</b>          Experiment with own symbols and marks as well as numerals          Recite numbers past 5.          Show finger numbers up to 5.          Know the last number reached when counting a small set of objects tells you how many there are in total.          Understand position through words alone – without pointing          Select shapes appropriately such as flat surfaces for building or triangular prism for a roof.          Talk about and identify patterns around them – for example stripes on clothes, designs on rugs etc          Make comparisons between objects relating to size.</p>	<p><b>Night and Day</b></p> <ul style="list-style-type: none"> <li>• Whatever Next – Jill Murphy</li> <li>• Night Monkey, Day Monkey – Julia Donaldson</li> </ul> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• We're Going On A Leaf Hunt – Steve Metzger</li> <li>• Autumn – Ailie Busby</li> </ul> <p><b>Autumn 2</b></p> <p><b>Festivals and Celebrations</b></p> <ul style="list-style-type: none"> <li>• Let's Celebrate 5 Days of Diwali! – Anjanta Chakraborty &amp; Vivek Kumar</li> <li>• Bonfire Night Poem</li> </ul> <p><b>Traditional Tales</b></p> <ul style="list-style-type: none"> <li>• The Gingerbread Man</li> <li>• The Three Billy Goats Gruff</li> <li>• Jack and the Beanstalk</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• There's No Such Thing as Elves by Lucy Rowland</li> <li>• A Christmas Story - Brian Wildsmith</li> </ul>	
<p><b>Understanding the World</b>          Use all their senses in hands-on exploration of natural materials.          Talk about what they see, using a wide vocabulary.          Explore how things work</p>	<p><b>Links to National Curriculum Areas:</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Traditional tales –We will learn about old stories and new stories. (Fairy Tales are old stories that people read a long time ago and we still read now. Authors like Julia Donaldson write new stories)</li> </ul>	<p><b>Daily Routines:</b></p> <ul style="list-style-type: none"> <li>• Establishing routines and timetables.</li> <li>• Maths Meeting &amp; Story of the Week and Wellcomm</li> <li>• Circle Times</li> <li>• Reflection Time – What have we learnt today?</li> <li>• Introducing Numicon through play</li> </ul>

<p>Continue to develop positive attitudes about the differences between people.          Begin to make sense of their own life-story and family's history.          Know that there are different countries in the world and talk about the differences they have experienced          Talk about the differences between materials.</p> <p><b>Expressive Arts and Design</b>          Explore colour and colour-mixing          Take part in simple pretend play, using an object to represent something else even though they are not similar          Explore different materials freely, in order to develop their ideas about how to use them and what to make.          Listen with increased attention to sounds.          Remember and sing entire songs          Create their own songs, or improvise a song around one they know          Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>		<ul style="list-style-type: none"> <li>• Social Snack time.</li> <li>• Makaton sign of the week</li> <li>• Weekly Forest School Provision</li> <li>• Daily Maths &amp; Treasured Text</li> <li>• Ten Town</li> <li>• Daily mark making session</li> <li>• Continuous Provision linked to topic</li> </ul>
	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Where is Diwali celebrated? We will talk about what country we live in. We will talk about other countries that celebrate Diwali. We will understand that there are other countries in the world. We will look at a world map.</li> <li>• What is a map? We will recreate a simple map of The Gingerbread Man story. We will role play the story and follow a simple map showing who he meets as he is running away.</li> </ul>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Repeated refrains – We will learn parts of stories that are repeated lots of times.</li> <li>• Story structures and story vocabulary – We will learn words such as beginning, middle and end.</li> <li>• Recall of repetitive language – We will join in and copy parts of stories that are repetitive.</li> <li>• Character descriptions and settings – We will learn the word character. We will talk about a character in the story we are reading. We will identify characters in a story.</li> </ul>
	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Night and Day – We will talk about the differences between night and day. We will use vocabulary such as dark, light, sun and moon. We will compare night and day and talk about how they are different. We will talk about what we can see in the sky at night?</li> <li>• Weather and Seasons – We will talk about the weather each day. We will talk about how the leaves are changing as the season changes</li> </ul>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Number blocks – 0-5 – We will learn to recognise and say the numbers from 0-5.</li> <li>• More/ less – We will look at groups of objects and use the words more and less to compare the groups.</li> <li>• Recognising when totals change – We will notice when a group of items changes.</li> <li>• Matching numeral to quantity – We will count objects one at a time. We will know when to stop counting. We will find the correct number to match the amount we have counted.</li> </ul>

	<p>from Summer to Autumn. We will identify how the colours around us are changing.</p>	<ul style="list-style-type: none"><li>• Making shape pictures – We will use 2D shapes to create pictures.</li><li>• Shape arrangements – We will use shapes to make different arrangements.</li><li>• Representing numbers on fingers – We will use our fingers to represent numbers 1-10.</li><li>• Realises anything can be counted – We will discuss things that we can count. We will count things such as jumps and claps.</li><li>• 1:1 correspondence – We will learn to touch one item at a time when counting.</li></ul>
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