

Making a difference and achieving excellence for every child

Topic	This is us and our community							
Focus AoL	UtW: People, Culture & Communities: Past & Present							
Season focus	Autumn							
Healthy child	Healthy Emotions and Mindful Yoga							
	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	
CL	I can concentrate for longer periods of time. I can respond to my name. I understand simple questions 'show me your nose, where is your shoe?'							
	Learn the words and actions to the Hello song	If you are happy and you know it, original Copy sounds, words, actions, vocab development	If you are happy and you know it, emotions Expressing emotions, recognising feelings, vocab development	Show me your nose, feet etc. Song? Initial phoneme	Talk about immediate family. Who, where, what do, important numbers? Age/ House number	Talk about immediate family. Who, where, what do, important numbers? Age/ House number. Similarities / differences with others	Understanding q's re: occupations. Developing vocabulary.	
PD	Cross Acres PE Scheme is followed across school							
	I can walk confidently. I can walk upstairs with my hand held. I can run but sometimes fall. I can squat to pick up toys. I can control my whole body and am able to negotiate space and objects.				Agility I can run safely on my whole foot. I can stop confidently when moving around. I can walk upstairs or downstairs, holding a rail, two feet to one step. I can move freely with pleasure and confidence in a variety of ways. I can run skilfully and negotiate space.			
PSED	Separate from carer Build relationships.	I can seek comfort with a familiar adult. I have a growing ability to distract myself when upset. I can explore new toys, checking in with an adult. I can separate from my carer.						

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Phonics	Little Wandle SSP Programme will be followed, using assessments to ensure interventions are introduced in a timely manner. Focus: Voice Sounds; Percussion; Body Percussion; Nursery Rhymes and rhyming						
Reading	Enjoy a short shared story.	I can repeat songs rhymes, stories and repeat familiar phrases.			I can fill in missing words from well-known rhymes.		
Writing	Gross motor scarf/ Fine motor/ Dough Gym						
	Experience mark making equipment in CP	I can randomly scribble on the page, sometimes both hands. I can begin to balance when I sit. I can make connects with my actions and marks being made.					
Maths	I can complete insert puzzles and shape sorters. I can fill and empty containers in water tray. I can build with blocks.			I can recite some number names in sequence. I can mark make and ascribe some concept of number.			
KU	Getting to know one another. Use your sense to explore Nursery	I can notice features of objects in the environment. (natural resources) I can use all my senses in hands on exploration of natural materials.	I can imitate everyday actions and events from my own family and cultural background in play.		I can begin to make sense of my own life story and family history.	I can use small world models to engage with the world around us. I can take photos of my play and friends.	Occupations

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EAD	Self portraits	Looking at faces, build your face. Shape talk Skin tones	Nose/ Ears Skin tones Sorts	Mouths Link with emotions	Eyes Colour, close observation	Full Self Portrait	Full Self Portrait
	<p>I can join in singing favourite songs. Listen attentively to sounds. I can create sounds by banging, shaking and tapping. I can explore materials freely in order to develop ideas about how to use them and what to make i.e. blue fabric for river, log slices for eyes.</p> <p>I can use representations to communicate assigning meaning to marks. I can draw a face as a circle with some details inside.</p>						
RE	Special People				I can recognise my own immediate family and relatives.	I can see my new friends have similarities and differences.	I show an interest in different occupations.
Focused activity		Building faces	Nursery rhyme focus	Building blocks – maths link	Creative - eyes	Self portrait	Self portrait