

## Personal, Social & Emotional Development

- Settle into school developing an understanding of the routines and behavioural expectations of the classroom.
- Take part in weekly Jigsaw discussions 'Being Me in My World' - focusing on ways to manage our feelings and behaviour and how to form positive relationships.
- Express their feelings and consider the feelings of others.
- Develop independence in managing own basic needs e.g. going to the toilet.
- We will be focusing on the elements of our **Building Learning Power** with a focus on **Resilience, Independence, Perseverance** and **Collaboration**.

## Communication and Language

- Understand how to listen carefully to others during small group discussions and know why it is important.
- Engage in story times - responding to stories.
- Listen carefully to rhymes and songs.
- Learn poems, rhymes and songs e.g. 'Heads, shoulders, knees and toes', 'I've got a body'.
- Articulate talk about themselves in well-formed sentences, describing themselves in detail.
- Interact positively in play situations using familiar social phrases.

## Physical Development

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.
- Develop small motor skills in order to use a range of tools competently e.g. scissors.
- Know and talk about the different factors that support their overall health and well-being - regular exercise, healthy eating, tooth brushing, good sleep routine and sensible 'screen time'.
- Look at our own body - name body parts and examine a skeleton.
- PE HUB - Ready, Set, Move. Manipulation and Coordination (Routines and Safety and Body Management (Unit 1).

## FS2 Autumn 1 2021 Theme - Marvellous Me!

## Literacy

- Through daily Floppy's Phonic sessions, learn letter sounds and letter groups. Begin to apply this knowledge when reading and writing.
- Write own name and letters of the alphabet, forming lower-case and capital letters correctly.
- Encouraged to write for a variety of purposes - 'All about Me' books, labelling pictures and role play writing.
- Enjoy and listen to stories with increasing recall and understanding of how stories are structured.
- Access the reading area, selecting books to read for pleasure.

## Mathematics

- **Number and Place Value Numbers to 5/10**  
Subitising  
Comparing groups within 5/10  
Comparing groups of identical/non-identical objects
- **Addition and Subtraction**  
Change within 5/10  
One more/one less
- **Number and Place Value**  
Numbers to 10  
Subitising, Early Doubling
- **Time**  
Days of the week, seasons, sequence daily events
- **Spatial thinking and Shape**  
Describe and sort 2D/3D shapes  
Describe position accurately.

## Understanding the World

- Talk about themselves and members of their family. Using real life and books learn about differences within family units.
- Explore the classroom and school environment using age-appropriate geographical language. Create simple maps of the school.
- Observing and talking about seasonal changes - Autumn (to include days of the week and months of the year)
- Recognise that people have different beliefs and celebrate special times in different ways - Harvest.
- Use their senses to describe what they see, hear and feel particularly when outside.
- SMSC/Collective worship - look at our school Christian Vision focusing on main themes.
- RE - Why do people celebrate? What is special about holy books? What can stories from the Old Testament teach us?

## Expressive Art & Design

- Use a range of media to create small and large scale drawings e.g. family portraits, houses or our school.
- Create self-portraits, developing colour mixing techniques to match colours they wish to represent.
- Develop storylines in their pretend play - taking on roles in the home setting role play area.
- Charanga - Me.  
Children to gain an insight into new musical worlds. Listen to and appraise different kinds of music from across the globe. Learn to sing nursery rhymes and action songs.