



It's good to be me!



Seasons/Natural world: Autumn



Why This? Why Now?

This topic builds on the previous learning in the Nursery where pupils started to learn about themselves and their family and their own life story. They investigated the outdoor nursery natural environment and observed the weather.

In the Autumn term, children develop greater independence and resilience as they transition into FS2 learners. They will settle into new routines and stay for a whole day

Pupils will experience many stories, picture books and rhymes. They will share books which helps them to experience rich language that they can use in their own storytelling and play. Sharing stories helps pupils become more attentive listeners, helps them to develop their concentration skills and ignites their imagination and interest in books and stories! Three stories/non-fiction books, some of which have been shared in Nursery are introduced each week and kept in our "Reading is fun" cushion. These are read several times throughout the week, along with three songs and poems.

Through this topic, pupils will enjoy learning about their body, their senses and how to be safe and healthy. They will explore the natural world around them and learn about Autumn, observing the weather and collecting leaves and conkers. They will care for their own plant and take it home during the holidays.

Area of learning & development: Communication and language

OVERVIEW

Listen carefully to rhymes and songs, paying attention to how they sound.

3 songs/poems each week: nursery rhyme, maths song and poem

Listen to and talk about stories to build familiarity and understanding.

3 stories/non-fiction books each week linked to either the topic or well-known stories. The stories are then added to the book corner.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Author of the term – Jill Murphy. Focus on characters and the setting.

Sequence stories – Peace at Last, Goldilocks and the three bears.

Storymap, talk for writing - Goldilocks and the Three Bears

Use talk to organise thinking and activities.

Different opportunities to promote talk throughout the day, e.g, 2 children give instructions to the class to go for lunch, get home-time things.

Understands that a question or instruction that has two parts.

<p>Use sentences of four to six words, using new vocabulary.</p> <p>Express their point of view.</p>	<p>New vocabulary linked to stories, rhymes and topics, e.g, Jack and Jill – pail, crown, caper, vinegar</p>
<p style="text-align: center;">Area of learning & development: Personal, social and emotional development</p>	<p style="text-align: center;">OVERVIEW</p>
<p>Settles into new class and school routines – happy to be at school. Follow established rules and routines.</p> <p>Manage their own needs and personal hygiene. Responsible for their own belongings. Develop the skills they need to manage the school day successfully.</p> <p>Relationships: Build constructive and respectful relationships. Share toys and equipment.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Take part in pretend play with different roles. Identify and moderate their own feelings socially and emotionally.</p>	<p>Confident to separate from their parent/carer and are happy at school. What do I do that makes me feel happy? Circle time: rules/routines – why do we need them? Introduce STAR awards. Self-esteem, team-work, achievement, respect. What could you do to earn a star? Recognise coats, book bags, water bottles and look after them. Use toilet and wash hands independently. Put coats on/off independently. Use a knife and fork correctly. Lining up and queuing.</p> <p>Make new friendships. Why do we need to share and co-operate with our friends?</p> <p>How do we keep healthy? Brush teeth daily - pm Taste different healthy foods – daily fruit and snack Keeping safe: routines, fire/lockdown alarms</p> <p>Role play home area - Three Bears house. Goldilocks and the Three Bears – was Goldilocks safe? Should she have gone into the woods</p>
<p style="text-align: center;">Area of learning & development: Physical Development</p>	<p style="text-align: center;">OVERVIEW</p>
<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop fine motor skills.</p>	<p>Different ways of moving: evaluate their own skill. Can you jump with 2 feet together? Can you hop? Daily mile – 3 laps of the playground - increase to 5 laps Squiggle whilst you wiggle – 2 x weekly. Large scale movements Parachute games – colour change, sing songs, cat & mouse</p> <p>Squiggle whilst you wiggle sessions/Dough Disco – 2 x weekly - threading, pincer grip with tools, scissors. Rolling playdough.</p>

<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Model good sitting at tables - During lunchtime, writing and reading activities Carpet sitting: Give me 5 – legs are crossed, hands are still, eyes are looking, ears are listening, lips are zipped.</p>
<p style="text-align: center;">Area of learning & development: Literacy</p>	<p style="text-align: center;">OVERVIEW</p>
<p>Phonics: Letters and Sounds Phase 2 Can recognise the written form (grapheme.) Blend sounds into words, orally and with letters. Read a few common exception words matched to the school’s phonic programme.</p> <p>Reading Develop a love of sharing books. Understand stories have a sequence. Recognise own name.</p> <p>Writing Write own first name. Use a capital at the beginning and then lower-case letters. Segment (spell short words) using these graphemes/letters. Form lower-case correctly.</p>	<p>Read individual letters by saying the sounds: s, a, t, p, i, n, m, d, g, o, c k, ck, e, u Read cvc words made up of known letter– sound correspondences. Tricky words: to, the, into.</p> <p>Recognise name. 2 story books to share at home each week. Phonic book matched phonetically – read 3 x times weekly at school. Take home for 1 week and read book at least 5 times.</p> <p>Laminated name card – practise writing inside each letter. Letter formation families – teach formation when letters introduced in phonics Curly caterpillar: s,a,d,g,o,c,e long ladder: t,i,k,u one-armed robot: p,n,m Spell cvc words orally and using letters</p>
<p style="text-align: center;">Area of learning & development: Mathematics</p>	<p style="text-align: center;">OVERVIEW</p>
<p>Number 1:1 correspondence to 10 - know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Subitise to groups of up to 5 Compare numbers/groups of objects Link numerals to number value</p> <p>Shape, space, measures Compare size and length using vocabulary Solve real world mathematical problems with measures Can copy and continue a simple three shape repeating pattern.</p>	<p>Count objects/actions/sounds in different contexts, e.g, children in own carpet spot.</p> <p>Fast recognition of quantities: spots on a dice, numicon pieces, fingers held up Comparing quantities: more/less, greater than, more than</p> <p>Size. Order 3 different size bears. Compare height of people in the setting. Which month is your birthday? Date? Read Kippers’ Birthday Patterns with vegetables and natural materials – conkers, leaves, sticks</p>

Area of learning & development: Understanding the world	OVERVIEW
<p>It's good to be me Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Seasons/Natural World: Autumn Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore natural environments outdoors – within our school grounds Touch, smell and hear the natural world around them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Engage with religious and cultural communities and their practices Build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>Computing Complete a simple program on a computer and iPad.</p>	<p>Who is in my family? Share information and photos, ask questions & make comments. How are families different? Family book activities to complete at home How do we celebrate birthdays?</p> <p>What is living/non-living? Name different body parts – draw around a child. Where are our bones? What are our senses? – Senses walk – What can we see, hear, smell, touch? Feely boxes using hands and feet, taste things we can't see, Identify signs of autumn – Autumn walk – what can we find? Compare a tree all yr. Taste apples collected from school field – make a crumble Weather and seasonal features – compare throughout the day/week Plant individual winter pansy & spring bulb. How do we need to care for them? Observe the changes and compare differences. How do we care for the natural world around us? Hibernation – animals in our environment Harvest – what is harvest? Farmers crops and celebrate food. The Enormous turnip. Make Vegetable soup.</p> <p>Christmas – The Christmas Story. Why is Christmas important to us? Family time</p> <p>Use 2Simple: select tools and colours to draw a picture of yourself. Draw different sized objects</p>
Area of learning & development: Expressive arts and design	OVERVIEW
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Notice features in the natural world and define colours, shapes, texture and smells in their own words.</p>	<p>Colour mixing: use hands to mix primary colours. Print with leaves. Draw yourself (assessment.) Draw everyone in your family. Discuss children's responses to what they see.</p>

<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>Make shelters for animals. Observe and draw the natural world, animals and pansy plant.</p> <p>Learn 3 songs each week: nursery rhyme, maths song/poem Learn everyone's names through song – tap the syllables in names Songs about the body – Heads, Shoulder, Knees and Toes, I've Got a Body, I Have 2 Ears. Sounds around us – story Peace at Last.</p> <p>Identify instruments – name them. How do we play them? What sounds do they make?</p> <p>Role-play: my family in the home area. Goldilocks and the Three Bears role-play. Make small word scene with leaves, conkers, twigs and woodland animals</p>
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Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts		
<p>Why do I come to school? How do I know I am part of Normanby Primary? What do I have to do for myself now that I am at school? What are my responsibilities as a child in school?</p>	<p>Senses and Autumn walk</p>	<p>Goldilocks & the Three Bears Peace at Last - Jill Murphy My Body The Enormous Turnip</p>		
Supporting Your Child at Home		Vocabulary		
<p>Letters and sounds resources: in child's book bag (resources are added as they progress through the programme). Family book: Half termly activities linked to topics. Seesaw activities: variety of activities linked to all areas of learning.</p> <p>How to pronounce sounds: https://www.youtube.com/watch?v=UCI2mu7URBc Autumn poem on CBeebies: https://www.bbc.co.uk/cbeebies/watch/down-on-the-farm-autumn-nights-poem</p>		<p>responsibility independent supervisor formation blend segment grapheme capital letter</p>	<p>posture lap compare subitise hibernate pansy culture senses</p>	<p>harvest season autumn community beliefs syllable</p>