

## Golden Thread

### Confident Communicators

#### Communication and language

##### Listen

Understand how to listen carefully and why listening is important

Engage in story times

Listen during whole class situations, concentrating for a short period of time

##### Understand

follow 1 step instructions.

##### Speaking

Use sentences 4-6 words

Use talk and gestures in their play with others

Greet adults with appropriate responses

## Autumn Term One

Possible lines of enquiry- child led



## Possible key texts linked to lines of enquiry

## Vocabulary focus

## Personal, social and emotional development

### Autumn 1 and 2

- Can talk about feelings.
- Welcome distractions when upset.
- Increasingly follow rules.
- Know likes and dislikes.
- Independently organise belongings in the morning.
- Manage personal hygiene.
- Know that physical exercise is important for their health.
- Build constructive and respectful relationships.
- Beginning to express their feelings and consider the perspectives of others.
- Begin to take turns and share resources.
- Independently choose where they would like to play.
- Continue to build constructive and respectful relationships.

## Maths

### Maths Mastery Programme

Subitising within 3

Focus on counting skills

Explore how all numbers are made of 1s Focus on composition of 3 and 4

Subitise objects and sounds

Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than

## Physical development

### Gross Motor

Children will learn to manover and use large scale equipment outside

### Sporting influence

### Fine Motor

Show a preference for a dominant hand Put on coat independently and try to do up buttons and zip independently Use scissors with increasing control - Adult led-scissor skills, dough gym, large painting

Encourage children to cut up their food independently modelling the correct way to use knife and fork.

## Understanding the World

### Past and present (History)

Look at past pictures of the children- baby, toddler, child and comment about how much we have grown- timeline

Read stories based on children growing up- Once There Were Giants and The Growing Story.

### People, culture and communities (Autumn term 1 and 2) (Geography)

Talk about the immediate school environment, where things are in the school, the road and village the school is in etc.

Where do we live? Show on a local map

Begin to draw information from a simple map

Engage in map drawing in play, explore compasses and real maps

### RE-

### The Natural World (science)

Explore the outdoors in Autumn

sweeping leaves and caring for our environment -Explore, play and craft with Autumn leaves, seeds, fruit and harvest veg

Explore trees in our school environment

Seasonal Changes

Trees and leaves

## Expressive art and design

### (Autumn 1 and 2)

### Creating with materials (Art and Design, DT)

Possible Artist study- Jackson Pollock, Yayoi Kusama, Piet Mondrian, Kandinsky

Portraits

Children will explore colours using different mediums including paints.

Children will know how to draw a person – head, body, arms, legs and facial features.

Children will join materials using treasury tags, staples, split pins, make brace joins

### Being imaginative and expressive (Music and drama)

Exploring Sounds Vocal sounds

Body sounds

Instrumental sounds

Environmental sounds

Nature sounds

Celebration Music including Harvest and Nativity songs and performance

## JC texts covered in writing

## Literacy (also see LWLS phonics and reading and adult led writing- JC)

### Developing a passion for reading

#### Comprehension

Engage in story times -Enjoy joining in with rhyme, songs and poems for pleasure and for meaning

Hold a book correctly and handle with care Join in with a repeated phrase know that text is written from left to right, top to bottom in English

Know the difference between text and illustrations.

Enjoy joining in with rhyme, songs and poems.

Explain in simple terms what is happening in a picture in a familiar story.

Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

#### Word Reading

Orally blend and segment

### Little Wandle

s a t p i n m d g o c k c k, e u r h b f l + T W

#### Writing

#### Emergent writing

Engage in Mark Making with a purpose-drawing, symbols

Write name on their work from copying or memory

Aware that writing communicates meaning.

Give meaning to marks they make. Understand that thoughts can be written down.

#### Composition

Use talk to organise describe events and experiences. (C&L)

#### Transcription spelling

Orally segment sounds in simple words.

Write their name copying it from a name card or try to write it from memory.

#### Transcription handwriting

Know that print carries meaning and in English, is read from left to right and top to bottom.

Draws lines and circles.

Children recognise that there is a correct way to form letters (focus during phonics)

Name writing formation