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| **Communication & Language**  Children will be taught the rules of listening – sit still, look at the person speaking, think about the words and wait for your turn to speak. They will practice their listening skills by playing fun games.  **Understanding** Children will be taught o understand who, what and where.To understand concepts **Position:** on; off; in; out; up; down; under; top; open; shut bottom; behind; first; near **Size:** big; small/little; long short **Quantity:** 1; 2, 3; every; none**Other:** stop; go/start; loud; quiet; heavy; soft; fast; hot; cold hard; slow; light (weight);To follow instructions containing 3 then 4 information carrying words.To understand the use of objects.To respond to how and why questions.**Speaking**Children will be taught to extend their sentences, use language for a range of purposes and to use the new vocabulary they learn. | **Physical Development**  **Fine motor**  Children will be learning to use one-handled tools such as scissors, pencils, paintbrushes and cutlery.Children will take part in a range of activities to refine their fine motor skills.  **Gross Motor**  Children will have PE and dance sessions weekly as well as daily opportunities to revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  The children will have weekly taught sessions to use a balance bike safely and demonstrate control. | **Personal, Social & Emotional development**  **Jigsaw unit - Being Me in my world**  Children will talk about how they have similarities and differences from their friends and how that is OK. They will begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children will talk about working with others and why it is good to be kind and use gentle hands. They will discuss children’s rights, especially linked to the right to learn and the right to play. The children will talk about what it means to be responsible.  Children will get to know the children in their class, become familiar with the class and school environment, rules and routines. |
| **Literacy**  Children will be learning to retell and innovate stories.  The Bear Hunt - Home Life by Cherry Tree Pete the Cat Rocking in My School Shoes  They will take part in conversations about the characters, settings and events in stories and learn new vocabulary. Theu will use pictures to sequence familiar stories.  Children will listen to and be encouraged to join in with a range of nursery rhymes, poems and songs.  Children will be taught to identify print in the environment and to recognise their name. they will be encouraged to tell their own stories.  Children will be encouraged to give meaning to the marks they make and to write their name. | **Autumn 2023**  **Theme: Let’s Explore & Build it up**  A street sign with different directions  Description automatically generated A pile of bricks on a white background  Description automatically generated  We are a school where **learning is fun and everyone is welcome**.' The vision for our school is; 'We have **high expectations** in all that we do to create lifelong learners with **high aspirations**. Leaders of tomorrow.'  Our ethos and values are about having a **'can do' attitude** and aiming high. We have high expectations in all aspects of school and we encourage our children to **take risks** and **aim high**. We promote **resilience** and **persistent** as essential tools for success. We teach children to have a growth mindset - **you can't do it...yet!** | **Maths – Children will learn**  To sing number rhymes and say number names in order  To sort, match and describe a range of objects.  To compare amounts, size mass and capacity.  To copy extend and make repeating patterns.  To subitise arrangements up to 3.  In addition Reception aged children will learn to  To recognise quantities 1,2 3  To recognise and name numerals 1,2,3  To represent and compare and understand composition of 1,2,3  To find one more and one less than quantities to 3  To describe the properties of triangles and circles.  To name triangles and circles. |
| **KUW**  Children will explore the changes that happen during Autumn and how these affect their local environment, including typical autumn weather.  When they explore the outdoor environment they will find out about living things and the places where they live. They will be introduced to language related to their senses.  Children will explore, name and sort materials according to their properties. They will be introduced to vocabulary such as hard, soft, smooth, rough, heavy and light.  Children find out about their immediate and local environment. They will explore and create simple maps to represent real and imaginary journeys and explore maps and photographs of the local area. They will explore the physical features of their local environment. They will make comparisons between locations. They will look at photographs and maps to explore how the local area has changed over time.  Children will explore significant people from the past as they find out about significant explorers. | **Phonics-**  Children will join in with familiar nursery rhymes. Children will develop phonological awareness by discriminating sounds - environmental, instrumental and body percussion. They will tap out syllables in words and take part in activities to support them being able to identify rhyme.  In addition Reception aged children will learn to say the  To read single-letter Set 1 sounds  To blend sounds into words orally.  Parents – How to say the sounds (click on link)  https://schools.ruthmiskin.com/training/view/tzgrE0pK/nY5ZSo47 | **EAD**  Children will learn to draw the human form from observation and memory. They are introduced to paining techniques and supported to paint images from memory, observation or their imagination.  Children will develop their printing skills. They print brick patterns, buildings and features form memory, observation or their imagination.  Children will work collaboratively and independently to create simple structures using various resources and construction sets.  They will look at existing structures to inspire their creations, test and adapt their ideas.  Children will learn to sing a range of poems and songs. They will have opportunities to listen to a range of music and talk about it. They will have opportunities to use musical instruments.  A music teacher will be coming in to lead a music session each Monday morning. |

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| We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.  Children develop at different rates - we must be aware of children who need greater support than others | **Characteristics of Effective Learning** Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | |
| We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.  As an EYFS team we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child- Initiated activities based on the EYFS Framework 21’ & our children’s needs, experiences and interests. | |
| **Playing and exploring** | **Active learning** | **Creating and thinking critically** |
| - I can recognise that my actions have an effect on the world, so I like to repeat them. - I can make choices and explore different resources and materials.  - I can plan and think ahead about how I will explore or play with objects. - I can guide my own thinking and actions by talking to myself as I play.  - I can make independent choices. - I can bring my own interests and fascinations into early years settings. - I can respond to new experiences when they are brought to my attention. | - I can begin to predict sequences because I know routines. - I can participate in routines. - I can show goal-directed behaviour.  - I can keep on trying when things are difficult. - I can begin to correct my mistakes. | - I can take part in simple pretend play. - I can sort materials. - I can review my progress to achieve a goal. - I can solve real problems. - I can use pretend play to understand another perspective. - I feel confident coming up with my own ideas.  – I can make more links between my ideas. - I can concentrate on achieving something that is important to me. - I can give my attention to tasks and ignore distractions with increasing control. |