

**Numeracy.**

- Numbers to 5- subitising up to 5.
- Comparing numbers up to 5.

**Personal, Social and Emotional Development.**

- Talk about feelings (happy, sad, angry etc).
- Choose what they need to complete a goal (short term).
- Start to follow instructions.
- Start to become more confident when things are new (dealing with the transition).
- Show an awareness of rules and how to behave in the classroom.
- Toilet themselves.
- Play with one or more children.  
Start to talk about the way they feel.
- Introduce children to our class wellbeing board and take children's photos to put onto the board.
- Read books with a focus on emotions such as Ravi's Roar, Perfectly Norman, Ruby's Worry, Colour Monster, Meesha Makes Friends, Invisible String and Bucket Fillers.
- Introduce class rules.

**Literacy.**

- Write some letters from my name.
- Start to orally segment single sound CVC words e.g. c-a-t within context.
- Say and hear the initial sounds in most words within context.
- Hear and write some initial sounds using alphabet mat/visual clues for prompts.
- Write my own name.
- Talk about my favourite story that I share with family member at home or stories I have heard.
- Talk about my favourite story from home and answer what happens next question.
- Join in with familiar rhymes and songs (and some patterned stories).
- Say all the words to a nursery rhyme independently.
- Read the first 16 sounds.
- Say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)
- Start to orally blend words within context.
- Introduce RWI lessons for new children and build on prior experience from nursery.
- RWI daily once baseline complete.
- Literacy times 3 times a week and story time daily.

**Expressive Arts and Design.**

- Start to join materials together.
- Explore art materials and colour mixing freely.
- Develop their own ideas for art.
- Start to develop their own stories linked to what they know through role & small world play.
- Use their imagination in play to help them role play and create small world set ups.

Opportunities inside and outside to explore colour mixing freely. Junk modelling within class and large junk modelling outside. Small world linked to children's interests and texts.

# I Am Wonderful

**Expressive Arts and Design. – Music**

- Remember and sing simple songs that are of an interest to me.
- Start to match the melody and pitch of others.
- Remember most of a nursery rhyme song to sing in a group.
- Make up their own "silly" songs.

Practise core nursery rhymes each day before dinner: Pat a cake, 1, 2, 3, 4, 5, I'm a little teapot.

Music session once per week.

**Communication and language.**

- Follow a one- or two-part instruction.
- Enjoy joining in at group times and story times.
- Talk to others and take it in turns to speak
- Express a point of view
- Use talk to share what they think
- Use a sentence of 4-6 words.
- Use speech as a way of starting to express themselves.
- Use social phrases.

Use of ShREC approach daily within provision.

Use of WellComm intervention. Planned vocabulary.

**Understanding the world.:**

- Talk about the different jobs people do.
- Name some members of my family and talk about them.
- Talk about the roles of people in society.  
Talk about people in the community and their roles including jobs (**Aut 2 skill but relevant to the topic**).
- Talk about myself and some of the ways I have changed.
- Explore the world around me with all my senses.
- Are accepting of other differences.
- Can talk about what I can see outside using a wide vocabulary.
- Can change materials e.g. adding water to cornflour, mixing paint etc, and talking about what has changed.

Completes a simple program on electronic devices.

Have a superhero like you day where children dress up as roles in society.

Have visits from the police, paramedics, crossing patrol.

Children share All About Me bag- discussing their family.

Start Forest School.

Explore inside and outside daily. Gloop in the tuff tray, paint mixing, water, sand, mud kitchen.

Start to complete games on IWB and IPAD.

**Physical development.**

- Can climb stairs using alternate feet.
- Can develop movement (using age-appropriate bikes, scooters etc.)
- Can work with others to manage large items.
- Developed their upper arm and shoulder strength. They can crawl, tummy crawl, pull themselves up on a rope.
- Show a preference for a dominant hand with a comfortable pencil grip.
- Draw a picture with lines and circles.
- Wash hand after they have been to the toilet.
- Wash my hands before they have something to eat.

Exploring outside daily.

Bikes on certain days of the week.

Large scale construction.

Cargo net to crawl under.

Write name when children enter the setting.

**Vocabulary linked to Understanding the world**

- Worry
- Family
- Individual
- Special
- Lonely
- Feelings
- Taking turns
- Rules
- Roles
- Jobs
- Autumn
- Anxious

**Parental engagement:**

- Class Dojo weekly.
- RWI portal links.
- Parent workshop phonics.
- Daily chats on the door.
- Home learning tasks.
- Reading diary

**Core texts**

- Goldilocks and the three bears (link to PSED focus and traditional)
- A superhero like you (Link to UTW).
- Ruby's worry.
- Perfectly Norman.
- Ravi's Roar.



**Our high-quality text choices:**

- The Colour Monster.
- Meesha makes friends.
- Invisible string
- Bucket Fillers (PSED display)



**Key dates:**

**Wednesday:** P.E/ Forest School. Please bring a white top, plain black bottoms, plain black trainers and black jumper for P.E. For Forest School, please bring appropriate clothing including waterproofs, long sleeved tops, wellies for wet weather and suncream, sunhat for warmer weather.

**Bring book bag daily:** Children's books to be changed throughout the week.

**Water bottle daily.**



**Outdoors:**

Introduce children to the different zones such as the gross motor zone at the top of the playground and the learning zone where all children must walk.

Large scale junk modelling with masking tape/ Sellotape.

Painting on glass easels outside and rules on how to use the area.

Small world tyres with dinosaurs/ cars/ animals linking to child interest.

Role play people who help us clothes.

Home corner accessible.

Mud kitchen open- model use.

Water area open- model use.

Sand area open- model use.

Pens, pencils, white board pens, chalks in writing area model sounds introduced.

**Enrichment:**

- September 24<sup>th</sup>- Phonics workshop.
- Friday 4<sup>th</sup> October- Police visit.
- 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup> October- Crossing Patrol.
- Paramedic visit- date to be confirmed.
- Dentist- date to be confirmed.
  - Friday 25<sup>th</sup> October- Diwali Day

