

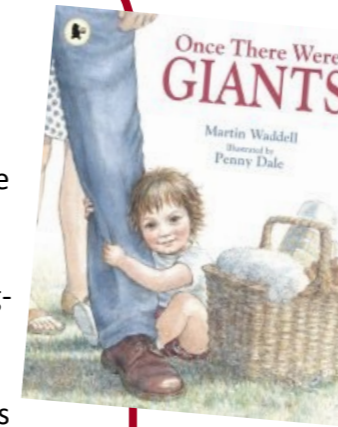
### Communication and Language

- Understand how to listen carefully and why listening is important
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Use new vocabulary throughout the day
- Engage in story times
- Learn rhymes, poems and songs
- Listen to and talk about stories to help build familiarity and understanding
- Use new vocabulary in different contexts.
- Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.



### Physical Development

- Further develop the skills to they need to manage the school day successfully; lining up and queuing/ mealtimes/personal hygiene
- Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.
- Develop their small motor skills that they can use a range of tools competently, safely and confidently. Suggested tools; pencils for drawing and writing, paint-brushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Revise and refine the fundamental movement skills they have already acquired: rolling/crawling/walking/jumping/



### Personal, Social and Emotional Development

- See themselves as a valuable individual
- Build Constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Manage their own needs
- Identify and moderate their own feelings, socially and emotionally

### Literacy

- Form lower-case and capital letters correctly -Name writing
- Read individual letters by saying the sounds for them
- Blends sounds into words so that they can read short words made up of known letter-sound- correspondences
- Read a few common exception words matched to the school's phonics programme



#### **Nursery Rhymes**

- Once There Were Giants**— Martin Waddell
- Handa's Surprise**- Eileen Browne
- Pumpkin Soup**-Helen Cooper
- Blown away**—Rob Biddulph

#### **Daily Phonics**

#### **Guided Reading**

#### **Indoor and outdoor play**

#### **Celebrating special events!**

#### **Harvest Festival**

#### **Outdoor Learning**

We promote the Characteristics of Teaching and Learning through all that we do. We are Parcc Learners—Aspirational, Resilient and Challenge seeking, Caring and Collaborative, Creative and Curious.

## Me and My Family/ Cornwall/ Autumn



### Mathematics

- Subitise
- Count objects, actions and sounds
- Continue, copy and create repeating patterns
- Recognise numbers



### Expressive Arts and Design

- Develop storylines in their pretend play
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Sing in a group or on their own, increasingly matching pitch and following the melody.
- Create collaboratively, sharing ideas, resources and skills.
- Explore and engage in music-making and dance, performing solo or in groups.



Weekly music and movement

### Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Being Special: where do we belong?
- Describe what they see, hear and feel whilst outside (Listening Walk)
- Understand the effects of changing seasons on the world around them
- Explore the natural world around them

# Things to try at home!

Play

the game 'I Hear with My Little Ear'! Take it in turns to imitate the sound of something and guess what makes that sound. You could imitate the sounds of things found around your house, like a clock or a telephone, or of recognisable animals, like a cat or dog.

Support your child to help make simple recipes by counting amounts e.g. 'Can you put 2 spoons of cocoa into the bowl?'



Make a collection of your own noise makers. Think about lots of different things that make a sound and gather them together in a box or bag. Use one of the objects to make a sound for others to guess and identify. You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky toy.