Our Christian value for this half term is:
Resilience

RE

Myself: Who am I?

Myself and Harvest / Belonging
(Identity, Harvest and introduction to faith)

-To know who I am and talk about what makes me unique.
-To know that people belong to different religions and communities.
-To know that Harvest is a time when Christians in the church community give thanks for food and support others.
-To know that the church community in Madeley supports the local community during Harvest.
-To know that the church is a special place where Christians go to talk to God.
-To know where St Michael's Church is in Madeley and recognise it as a place of worship.
-To know that the vicar helps people talk and think about God.

Literacy

Word Reading

Phonics (Read Write Inc)

-Read first 16 Set 1 sounds
-Learn to blend: Word Time 1.1 to 1.3
-Spell using Fred Fingers

Comprehension

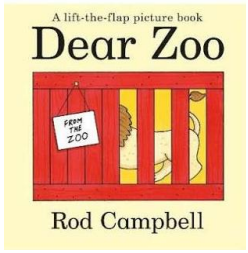
-Join in with repeated phrases in familiar stories and rhymes
-Identify main events in stories read aloud
-Say what might happen next in a familiar story
-Use pictures to talk about characters and simple feelings
-Answer simple questions about texts
-Make links between stories and own experiences

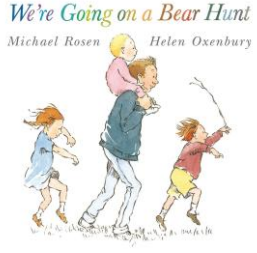
Writing

-To write own name with increasing independence.
-To orally compose simple sentences using sentence stems.
-To identify and write initial sounds in words.
-To give meaning to marks and drawings.
-To begin to hear and record sounds in VC, CVC words.
-To develop confidence when mark making for a purpose.

EYFS
Autumn Term 1
Marvellous me!

Our focus texts:





Understanding the World

Past and present

My Life and Change
(Self and immediate experience)

-To notice and describe how I have changed over time from a baby to now.
-To notice and describe simple differences between past and present in my own life.
-To talk about what is the same and different between now and the past.

The Natural World

My Body and Materials
(Exploration and senses)

-To notice and describe materials using my senses.
-To describe what I can see, feel and hear.
-To notice simple features of objects and the natural world.

People, Culture and Communities

My Local Area and School Environment
(Immediate environment, familiar places and basic mapping)

-To notice and describe places in my local environment.
-To notice and describe features of familiar places.
-To begin to recognise simple maps.

PSED - JIGSAW

Being Me in My World
Piece 1 – Who...Me?
Piece 2 – How Am I Feeling Today?
Piece 3 – Being at School
Piece 4 – Gentle Hands
Piece 5 – Our Rights
Piece 6 – Our Responsibilities

Computing

Technology in My World & Early Exploration
(Exploring and understanding technology)

-To know that technology is used in everyday life at home and school.
-To explore how simple digital devices can be used for different purposes.
-To use simple actions on a device (tap, swipe, click) with increasing control.
-To explore how simple mechanical toys and everyday objects work.
-To know that devices follow instructions to make things

Maths

Mastering Number

-Subitising 1 to 3
-Counting, cardinality and ordinality – how many?
-Composition – 2,3 and 4
-Subitising – objects and sounds
-Comparison – more than/ fewer

Space, space and measure

-Compare mass
-Copy, continue and create simple patterns

Expressive Arts and Design

My Body, Colour and Sound
(Exploration and early control)

Art

-To make marks and begin to give meaning to them
-To draw simple self-portraits using lines and shapes
-To explore drawing tools (pencils, crayons, paint)
-To look closely at faces and familiar objects

Design & Technology

-To explore joining materials (glue, tape, slotting)
-To build simple structures using construction resources
-To experiment with assembling and taking apart
-To create simple models (homes, figures)

Music & Performance

-To join in with nursery rhymes and familiar songs
-To engage in simple role play (home, family)
-To act out everyday routines
-To explore facial expression and movement

Physical Development

Gross Motor Skills

-To move safely within the classroom and outdoor environment.
-To follow simple movement instructions in games and routines.
-To explore different ways of moving, including crawling, climbing, jumping and hopping.
-To develop core strength through obstacle courses and large movements.
-To use equipment safely with adult support.
-To develop independence by attempting to zip up own coat.

Fine Motor Skills

-To explore large mark-making movements using lines and circles.
-To begin to hold mark-making tools using a comfortable grip.
-To develop hand and arm strength through gross motor mark making.
-To use cutlery with increasing independence.