

Autumn 1				
Topic Objectives				
		Nursery 30-50 months	Reception 40-60+ months	Activities
Prime	<p>Physical, Social and Emotional Development</p> <p>SC&SA</p> <p>MF&B</p> <p>MR</p>	<p>Can select and use activities and resources with help.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Can describe self in positive terms and talk about abilities.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Initiates conversations, attends to and takes account of what others say.</p>	<p>Holiday News</p> <p>Weekly show and tell linked to the theme.</p> <p>Reflection time using a star and wish</p> <p>Positive play</p> <p>Transition into Reception class, lunches, assembly, full days.</p> <p>Rules shared and praise for following.</p> <p>Friendly behaviour modelled and rewarded through assembly certificates.</p>
	<p>Physical Development</p> <p>M&H</p> <p>H&SC</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Can usually manage washing and drying hands.</p>	<p>Experiments with different ways of moving.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Fundamentals PE lessons</p> <p>Dance PE lessons</p> <p>Drawing family members, Autumn 1 self-portrait, home</p> <p>Movements to draw and create lines and circles e.g. ribbons, chalk, pencil control, shaving foam, scissors cutting skills.</p> <p>My body week, importance of washing and drying hands, sleep, healthy eating, exercise.</p> <p>Transition time into new daily routine, children aware of quiet and restful areas in the classroom if tired.</p> <p>Texts read which are related to sleep and healthy eating.</p> <p>Outdoor shed to house PD equipment such as bats, balls to control, kick, throw in CP.</p> <p>Head/shoulders, knees & toes Use tools to create a 'Harvest Supper' soup, apple crumble, bread.</p>

	<p style="text-align: center;">Communication and language</p> <p style="text-align: center;">L&A</p> <p style="text-align: center;">U</p> <p style="text-align: center;">S</p>	<p>Listens to others one to one or in small groups, when conversation interests them</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Able to follow a story without pictures or props</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Weekly nursery rhyme</p> <p>Daily story before lunchtime</p> <p>Weekly show and tell</p> <p>Afternoon story cd</p> <p>Circle Time</p> <p>Show and Tell</p> <p>Tidy up time</p> <p>Follow instructions during PE</p> <p>P4C talk time</p>
<p>Specific</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;">N</p> <p style="text-align: center;">S, S & M</p>	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Shows an interest in numerals in the environment.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows interest in shapes in the environment.</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Counting & number recognition focus to 10</p> <p>Who is here today chart?</p> <p>Counting number of children and matching number to count on the number line</p> <p>Door numbers</p> <p>Number and shape hunts around school</p> <p>Autumn numbers (squirrels numbers matched to acorns)</p> <p>Counting the Harvest (apples/potatoes)</p> <p>Number of people in our families/pets</p> <p>Counting exercise warm-ups e.g. 5 flosses, 10 claps</p> <p>2-d shape fortnight</p> <p>3-d shape fortnight (Harvest produce links)</p> <p>Pattern week, autumn natural objects, conkers, leaves, fruit/veg printing</p> <p>Position week, where's the ...?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Literacy</p> <p style="text-align: center; color: red; font-size: 2em; font-weight: bold;">R</p> <p style="text-align: center; color: brown; font-size: 2em; font-weight: bold;">W</p>	<p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Handles books carefully.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Hears and says the initial sound in words.</p> <p>Begins to read words</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Hears and says the initial sound in words</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Writes own name and other things such as labels, captions</p>	<p>Daily story</p> <p>Nursery rhyme of the week</p> <p>Phonics sessions</p> <p>Reading own reading books</p> <p>Sound wall work & tricky word reading</p> <p>Initial sound emphasis throughout day e.g.MMM...Monday</p> <p>Web-site reference to find information and e-books</p> <p>Drawing self-portrait, family members, their home, their friends.</p> <p>Writing own and others names on their drawings, lists and invitations.</p> <p>Label photographs. Write/draw items on the shopping list</p>
<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center; color: blue; font-weight: bold;">E&UM&M</p> <p style="text-align: center; color: red; font-weight: bold;">BI</p>	<p>Sings a few familiar songs.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be change</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Realises tools can be used for a purpose.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Apple and potato printing with harvested fruit and vegetables.</p> <p>Music Express directed activity</p> <p>Weekly nursery rhyme e.g. 'Here we go round the mulberry bush'.</p> <p>Phase 1 phonics activities for Nursery</p> <p>Colour mixing browns and oranges for Autumn leaves artwork.</p> <p>Drawings created (self-portrait, family, friends, homes).</p> <p>Colour selection when colouring their family members and front door.</p> <p>Use tools when making Harvest soup, bread and crumble</p> <p>Role-play in home-corner, using dressing up clothes, within continuous provision.</p>

<p>Understanding The World</p> <p>P&C</p> <p>TW</p> <p>T</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Can talk about some of the things they have observed such as plants ...natural and found objects.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Knows that information can be retrieved from computers.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer</p>	<p>Harvest worship time</p> <p>RE planning - A Wet and Windy Harvest for Puddles</p> <p>Jewish New Year (Rosh Hashanah)</p> <p>All about me topic including weekly themes me, my holidays, my family, my home, my friends, my school and church, my community.</p> <p>Technology hunt at home and school Community Autumn walk</p> <p>Bark and leaf rubbings</p> <p>Explore school grounds including the church.</p> <p>P4C technology sessions</p>
<p>Computing/ online Safety theme</p>	<p>I Am Safe and Secure</p> <p>I use a log in to access devices</p> <p>I see information that is put online about me</p> <p>I use devices with other people, talking about what we do</p> <p>I am careful with technology devices</p>	<p>Log in to laptops</p> <p>Complete 'Paint' program</p> <p>Discuss and share Tapestry posts</p> <p>Cameras/i-pads to video learning</p>	