

Cycle A	Autumn 1	Autumn 2
	Super me!	
Our learning titles	Feelings, relationships, settling in, how am I a superhero? All about me, Diwali, Harvest	Remembrance Day, Bonfire Night, changes around us in Autumn, Christmas, how do animals keep warm in winter?
What we will be learning through these topics (not limited to)	In this half term we will focus on settling into new routines and building relationships with each other and the adults in our classroom. We will think about what unique qualities we have which make us special and how everyone is different. We will learn about people with disabilities and the celebrations of Harvest and Diwali. We will learn about the famous artist Pollock.	In the second half of the autumn term, we learn about Remembrance Day and Bonfire Night. We will explore how the world around us is changing the season of autumn and how animals keep warm in the winter, including animals in the polar regions. Finally, we will learn about the celebration of Christmas.
The key texts/stories which will help us to learn and explore these topics (including but not limited to)	The Colour Monster, Supertato, The Gruffalo, The Gruffalo's Granny, Lost and Found, Freddie the Fairy, The Story of Diwali, One Day on our Blue Planet: In the Antarctic, non-fiction texts related to the polar region	
Key experiences and enrichment activities related to these topics	Harvest Service in Church (R), Woodmatters trip (R), a visit to the theatre (R), National Nursery Rhyme week, Remembrance service, collecting autumn treasure, Christmas service in church (R), a visit from the dentist.	

Vocabulary we will explore through these topics (not limited to)	Happy Sad Angry Calm Skeleton Body Bones Muscles Blood Family Love Home Hot Cold Freeze Melt Weather Temperature Climate North Pole South Pole Polar Regions Dentist Teeth Brush Plaque Healthy Exercise Active Hygiene Vitamins	Artist Touch Taste Smell Feel Sight Rhyme Leaves Tree Evergreen Deciduous Leaf Burn Oxygen Heat Remember Past War Christmas Jesus Bonfire Houses of Parliament London Guy Fawkes Conker Horse chestnut Sycamore Diwali Religion Beliefs Hindu
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The skills we will learn and use and the knowledge we will gain:		
Communication and Language	Nursery <u>Listening, attention and understanding:</u> • Begin to listen to longer stories • Recall some key events and characters from a story <u>Speaking:</u> • Retell familiar nursery rhymes • Retell number rhymes • Learn and use some simple Makaton signs to communicate meaning e.g weather, name etc.	
	Reception <u>Listening, attention and understanding:</u> • To understand how to listen carefully • To understand why listening is important • To be able to follow directions • To join in with story times, joining in with repeated phrases and actions • To begin to understand how and why questions • To respond to instructions with more than one step <u>Speaking:</u> • To talk in front of a small group • To answer questions in front of whole class • To talk to the class teacher and support staff working in the class • To learn and use new vocabulary throughout the day • Learn and use some simple Makaton signs to communicate meaning asking for fruit, greetings etc.	
	Nursery <u>Self-Regulation:</u>	

Personal, Social and Emotional Development	• To be able to follow a one-step instruction • To talk about themselves <u>Managing Self:</u> • Begin to follow rules • Start to understand feelings (happy, sad and tired) <u>Building Relationships:</u> • Begin to take turns • Play with one child, extending and contributing to play • Begin to understand that we are all different • Talk about some foods which are good for our bodies, including our teeth • Understand why it is important to visit the dentist and to brush teeth Reception <u>Self-Regulation:</u> • To recognise different emotions • To understand how people show emotions • To focus during short whole-class activities • To follow two-step instructions more consistently • To talk about how they are feeling • To begin to consider the feelings of others • To begin to adapt behaviour to a range of situations <u>Managing Self:</u> • To wash hands independently • To put coat on independently • To explore different areas of the classroom environment • To contribute in developing class rules and understand the need to have rules • Show confidence in trying new activities • To use the toilet independently • To understand why brushing teeth is important • Talk about different types of food and which are good for our bodies, including our teeth
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	<u>Building Relationships:</u> • To seek support of adults when needed • To gain confidence when speaking to peers and adults • To play with peers who are engaged in the same activity • To begin to develop friendships • To have positive relationships with all EYFS staff • Have an understanding of how people are different • Begin to have an understanding that some people have disabilities
Physical Development	Nursery <u>Gross and fine motor skills:</u> • Explores, moving their body in different ways • Moves body to music, showing they are able to stop and start • Begin to explore using large equipment • Develop movement and balance skills riding trikes, bikes and scooters • Demonstrates ability to use one-handed tools • Makes snips in paper using scissors • Form circles and spirals on large and small scales, using a variety of resources and equipment
	Reception <u>Gross and fine motor skills:</u> • To move and stop safely in spaces • To begin to develop control when using large play equipment • To begin to work co-operatively with a partner • To balance, change direction, jump and hop • Explore different ways to travel using equipment • To use a dominant hand more consistently • To mark make using different shapes • To begin to use a tripod grip when using mark making materials • To use tweezers to transfer objects • To thread large beads • To begin to copy letters • To hold scissors correctly and make snips in paper, cut along straight and zigzagged lines • To accurately draw lines, circles and shapes when drawing pictures

	• To form taught letters using correct letter formation • To hold a fork and spoon accurately and use with greater accuracy and begin to use a knife to cut with support • To practise doing up zips, buttons and buckles with support
Understanding the World	Nursery: • Know some differences between themselves now and when they were a baby • Talk about members of own family • Talk about likes and dislikes • Observe and talk about changes in the natural world around them • Talk about and explore natural objects found in autumn time • To know about some of the ways in which Christmas is celebrated • To know about some of the ways Diwali is celebrated • To know why it is important to stay safe around bonfires and fireworks and some of the ways to do this • Use tools with support to peel and chop vegetables • Talk about changes they can see during the cooking process • Talk about foods they like/dislike • Describe what they notice about the weather • Name some animals who live in different parts of the world and what the weather is like in these places • Have an understanding of how people are different • Begin to have an understanding that some people have disabilities
	Reception: • To know about own life story and how they have changed • To know about family structures and talk about who is part of their family • To identify similarities and differences between themselves and peers • Ask questions about the natural environment • To know about and recognise the signs of autumn and winter • To know about some important processes and changes in the natural world including states of matter (freezing) • To know that Christians celebrate Harvest and why they believe it is important • To know that Christians celebrate Christmas • To talk about the Christmas story and how it is celebrated • To know that people around the world have different religions • To talk about how Hindus celebrate Diwali

	• To know about figures from the past • To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class • To know about different habitats • To know about features of own environment and how they can vary in different places • Discuss themselves and their abilities positively • Learn to use tools safely to peel and cut vegetables • Observe and talk about changes to vegetables after cooking • Describe taste, smell and texture of vegetables • To know some of the reasons why we celebrate bonfire night each year • To know how to stay safe around bonfires and fireworks • To know why people wear poppies during remembrance week • Talk about, name and describe natural objects found in autumn time • Name, describe and talk about leaves, identifying which trees they have fallen from • Talk about why leaves fall from trees in autumn • Observe weather types in autumn • Identify what animals in the UK do when the weather gets colder • Know how animals living in colder climates stay warm • Identify which polar region different animals live in • Find out about different types of homes in other parts of the world • Locate the polar regions on a simple world map • Name some animals who live in each polar region
Expressive Arts and Design	Nursery: • Copy and join in with singing songs • Sing songs and play instruments as a group • Follow the shape of a melody with voices and small instruments • Discuss what they like and dislike about different music • Begin to explore different rhythms and patterns • Repeat simple patterns • Explore patterns using bodies, including hand percussion • Listen to and copy tea/coffee rhythmic patterns • Begin to use non-standard measures with support to make playdough

	• Begin to experiment with colour mixing • Talk about own creations • Begin to use tools to peel and chop with support • Begin to explore using different mark making tools • Engage in role play opportunities
	Reception: • Create sounds using bodies • Use instruments to explore tempo and dynamics • Notice sounds in the environment and identify them • Learn about songs from a range of cultural traditions and religions • To use costumes and props to act out narratives • Take part in the Christmas nativity • To take part in a group performance in church for the harvest celebration • Experiment with mixing colours • To use colours for a particular purpose • To share creations • To use some cooking techniques such as peeling and chopping • Create simple representations of people and objects • Use pencils, pencil crayons and wax crayons to draw and colour • To role play using given props and costumes • Explore different techniques for joining materials • To use non-standard measures such as spoons and cups to measure ingredients and make playdough independently • To use different construction materials • Produce a piece of artwork based on the style of the artist Jackson Pollack • Explore pattern and symmetry e.g. Rangoli patterns
Literacy	Nursery: • Aspect 1 – environmental sounds • Aspect 2 – instrumental sounds • Aspect 3 – body percussion • Explore making marks • Draw basic pictures

	• Use lines to look like writing • Begin to assign meaning to writing • Form circles and spirals • Spotting and suggesting rhymes • Engage in looking at books and talking about what is happening • Engage in daily book vote • Engage in conversations about books • Look at pictures in books and talk about what is happening • Shares opinions of stories and books, likes and dislikes • Begin to recognise own name with support
	Reception: • Phase 2 sets 1,2,3 • Read phase 2 tricky words • Phase 2 sets 4,5,6,7 • Read phase 3 tricky words • Spell phase 2 tricky words • Learning letter sounds alongside names • Write letters with spaces between them to resemble the idea of words • Copy words in environment • Begin to hear initial sounds and attempt to write them down • Write own name, forming letters correctly • Write short strings of letters to represent words – usually hearing initial and final sounds • Write from left to right and top to bottom • Form taught letters accurately • Begin to spell out and write down vc and cvc words • Read and re-read books matched to phonics level • Use pictures to tell a story • Sequence familiar stories • Look at books independently, holding them the correctly and turning the pages • Engage in book vote time, joining in with repeated phrases and actions • Begin to answer questions about stories being read

	• Enjoy an increasing range of books • Choose books from the school library to read at home • Asks in-depth questions about what they have heard • Make basic inferences with support
Maths	Nursery: • Identify when a group of objects has more than, fewer than and the same • Explore and build with shapes and objects • Explore repeats • Hear and say number names • Begin to order number names • Subitise 1, 2, 3 • Join in with repeats • Explore position and space
	Reception: • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • Identify 1 more

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| | <ul style="list-style-type: none">• Identify 1 less• Identify the composition of 1, 2 and 3• Identify and name circles and triangles• Compare circles and triangles• Shapes in the environment• Describe positions• Find 4 and 5• Subitise 4 and 5• Represent 4 and 5• Composition of 4 and• Composition of 1–5• Shapes with 4 sides• Identify and name shapes with 4 sides• Combine shapes with 4 sides• Shapes in the environment• My day and night |
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