

Session	Book	Activities In addition to below – the children will have phonics teaching with Little Wandle, handwriting, writing practise, P.E (gymnastics/games), RE and music.	Objectives covered over the term come from Development Matters 2021.
Autumn 1			<b>Communication and Language</b> *Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times.
Week 1	Baseline taking place	<ul style="list-style-type: none"> <li>• Rules and routines</li> <li>• Getting used to environment</li> <li>• All About Me books – discuss</li> <li>• First painting</li> <li>• Name writing</li> </ul>	
Week 2	Baseline taking place  Going to school / My Family? Who's in my family? /My Family Tree	<ul style="list-style-type: none"> <li>• Write names of mum/dad/sibling.</li> <li>• Art – Painting my house</li> <li>• Match, sort and compare</li> <li>• Name writing</li> <li>• 2D house pictures</li> <li>• Self portrait</li> </ul>	

Week 3	Baseline taking place Colour Monster	<ul style="list-style-type: none"> <li>• What makes you happy?/sad? Draw a picture</li> <li>• Make stick puppets</li> <li>• Mark making/colouring colour monsters correct colours</li> <li>• Talk about emotions</li> <li>• Make a monster out of playdough</li> <li>• Cut and stick own monster</li> <li>• Colour Monster pattern tracing</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>
Week 4	You Choose	<ul style="list-style-type: none"> <li>• Microphone/ pages to discuss favourite items on each page of book</li> <li>• Things I like/don't like</li> <li>• Jobs people do</li> <li>• Favourite animals</li> <li>• We are all different- discuss how each of us is special</li> </ul>	<p><b>Personal, Social and Emotional Development –</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>
Week 5	Traditional Story- Goldilocks and the 3 Bears	<ul style="list-style-type: none"> <li>• Sorting bears into size</li> <li>• Positional language / prepositions</li> <li>• Talk about measure and patterns</li> <li>• Colours</li> <li>• Role-play</li> <li>• Cutting</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul>

		<ul style="list-style-type: none"> <li>• Broken chair scenario</li> <li>• Creative – make masks</li> <li>• Threading</li> <li>• make chairs and beds – lego <ul style="list-style-type: none"> <li>• Story sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own needs. - Personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of ‘screen time’ - healthy eating - having a good sleep routine - toothbrushing - being a safe pedestrian</li> </ul>
Week 6	Owl Babies	<ul style="list-style-type: none"> <li>• Forest school – learning rules and see environment</li> <li>• Sequencing story pictures</li> <li>• Stick puppets</li> <li>• Owl Babies pattern tracing</li> <li>• Small world owl babies</li> <li>• Nocturnal animals</li> <li>• Cut out and create own owl with pieces</li> </ul>	<p><b>Physical Development –</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>
Week 7	We’re Going on a Bear Hunt	<ul style="list-style-type: none"> <li>• Forest school – learning rules and see environment</li> <li>Forest school- go on a real bear hunt</li> <li>• Small world Bear Hunt</li> <li>• Write/draw about favourite scene from the story</li> <li>• Michael Rosen retelling ‘We’re Going on a Bear Hunt role play to rhyme/story</li> <li>• Paper plate bears</li> <li>• Playdough modelling scenes from story</li> <li>• Make a shape bear</li> </ul>	

		<ul style="list-style-type: none"> <li>• Sequencing story</li> <li>• Cut and stick story scene</li> </ul>	<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul> </li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</li> </ul> </li> </ul> <p>Literacy –</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> </ul>
Week 8	Halloween- Meg and Mog/Winnie the Witch/Room on the Broom	<ul style="list-style-type: none"> <li>• Halloween activities- dangly cut out bat, modelling Halloween items, Halloween pumpkin cutting out face for pumpkin</li> <li>• Spells/cauldron</li> <li>• Mud kitchen spells</li> </ul>	
<ul style="list-style-type: none"> <li>• Autumn 2</li> </ul>			
Week 1	Pumpkin Soup	<ul style="list-style-type: none"> <li>• Maths – sorting, counting, size, weight</li> <li>• Talk about measure and patterns <ul style="list-style-type: none"> <li>• Autumn leaf finger painting</li> <li>• Leaf rubbings</li> <li>• Leaf prints</li> </ul> </li> <li>• Pumpkin play and exploration</li> <li>• Make pretend soup</li> <li>• Forest school- chop vegetables for soup and marshmallows</li> </ul>	
Week 2	Bonfire Night Poems/ Remembrance Day	<ul style="list-style-type: none"> <li>• Learn about the safety and history of Bonfire night</li> <li>• Firework chalk pictures</li> <li>• Write simple firework words, e.g. Snap! pop!</li> </ul>	

		<ul style="list-style-type: none"> <li>• Firework pencil control pattern tracing</li> <li>• Firework loose parts patterns</li> <li>• Numbers 1,2,3</li> <li>• Remembrance Day Cbeebies rabbit clip- listen to music/look at setting</li> <li>• Sequence pictures from story</li> <li>• PPT Why do we have Remembrance Day?</li> <li>• Poppy art- potato printing, finger painting, cutting grass background, paper plate poppies</li> </ul>	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
Week 3	Rosie's Walk/ Diwali	<ul style="list-style-type: none"> <li>• Prepositional vocabulary</li> <li>• Make a hen – creative</li> <li>• Ordering story</li> <li>• Match, sort and compare</li> <li>• Write CVC words for farm animals</li> <li>• Learn about Diwali</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
Week 4	<p>What's Your SuperPower?</p> <p>Link to book 'A super hero like you!'</p>	<ul style="list-style-type: none"> <li>• Dressing up role play</li> <li>• Make emergency vehicles construction</li> <li>• Visitors</li> <li>• Cut/stick emergency vehicles</li> <li>• Stick puppets</li> </ul>	<p><b>Mathematics –</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> </ul>

		<ul style="list-style-type: none"> <li>• Cone characters</li> <li>• Playdough items for different jobs</li> <li>• Videos on PPT to learn about different jobs people do</li> </ul>	<ul style="list-style-type: none"> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity</li> </ul>
Week 5	People Who Help Us	<ul style="list-style-type: none"> <li>• Dressing up role play</li> <li>• Make emergency vehicles construction</li> <li>• Visitors</li> <li>• Cut/stick emergency vehicles</li> <li>• Stick puppets</li> <li>• Cone characters</li> <li>• Playdough items for different jobs</li> </ul> <p>Videos on PPT to learn about different jobs people do</p>	
Week 6	What the Ladybird Heard at Christmas/Christmas	<ul style="list-style-type: none"> <li>• Christmas cards</li> <li>• Christmas story</li> <li>• Re-tell</li> <li>• Christmas crafts including split pin Rudolf, wool winding Christmas tree</li> <li>• Christmas songs</li> </ul>	
Week 7	Stick Man/Christmas	<ul style="list-style-type: none"> <li>• Christmas cards</li> <li>• Christmas story</li> <li>• Maths 1,2,3,4,5</li> <li>• Re-tell story of Stick man</li> </ul>	<p><b>Understanding the World –</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul>

		<ul style="list-style-type: none"> <li>• Christmas crafts including split pin Santa, painted pinecone decoration</li> <li>• Christmas songs</li> <li>• Christmas wish list <ul style="list-style-type: none"> <li>• Stick Man stick puppets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways. <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> </ul> </li> <li>• Describe what they see, hear and feel whilst outside. <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> </li> </ul> <p><b>Expressive Arts and Design –</b>  Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
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