

## Curriculum Overview Autumn Term 1

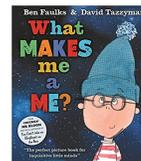
### Topics/Themes

- All About Me

We will also be using the children's ideas to lead and mould the topics.

We will be using a range of books as a starting stimulus for our topic 'All about me'.

The children will be talking about themselves, their likes and dislikes, their families and how we are all different. They will also be thinking about what makes them special as well as special times in their family.



Here is an overview of the curriculum objectives we will be covering over the next half term. We believe that every child is unique and therefore are aware that they develop their knowledge and skills at different times over the year. We work very closely with each child and therefore their next steps may look different to the ones below.

### Personal, Social and Emotional

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Play with one or more other children, extending and elaborating play ideas.
  - Find solutions to conflicts and rivalries.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
  - Develop appropriate ways of being assertive.
  - Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
  - See themselves as a valuable individual.
  - Build constructive and respectful relationships.

### Communication and Language

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.

### Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

### Literacy

- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
  - Write some or all of their name.
  - Write some letters accurately.

		<ul style="list-style-type: none"> <li>● Focus on Phase 1 and 2 of Letters and Sounds phonic scheme.</li> <li>● Read individual letters by saying the sounds for them</li>   <li>● Use a comfortable grip with good control when holding pens and pencils.</li> <li>● Show a preference for a dominant hand.</li> </ul>
<p style="text-align: center;"><b>Maths</b></p> <ul style="list-style-type: none"> <li>● Begin to use mathematical names for 3D shapes.</li> <li>● Be able to match objects that are the same and note why things are different.</li> <li>● Compare groups of objects.</li> <li>● Think of different ways to sort objects.</li> <li>● Make repeating patterns.</li> <li>● Use vocabulary such as; more, fewer, bigger, smaller, taller, shorter, shortest, longest.</li> </ul>	<p style="text-align: center;"><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>● Begin to make sense of their own life-story and family's history.</li> <li>● Talk about members of their immediate family and community.</li> <li>● Name and describe people who are familiar to them.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Use all their senses in hands-on exploration of natural materials.</li> <li>● Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Join different materials and explore different textures</li> <li>● Explore colour and colour-mixing.</li> <li>● Listen with increased attention to sounds.</li> <li>● Respond to what they have heard, expressing their thoughts and feelings.</li> <li>● Remember and sing entire songs.</li> <li>● Create their own songs, or improvise a song around one they know.</li> <li>● Play instruments with increasing control to express their feelings and ideas.</li> </ul>