

Communication and Language

Listening, Attention, Understanding:

Children will listen to stories to build familiarity and understanding. They will learn rhymes, poems and songs. Children will begin to sequence events in stories and say what happened in the beginning, middle and end.

Prior Learning: • Listen to a story and talk about it. They understand 'why' questions, and are starting to build on 'how' questions:

Speaking:

Children will begin to learn new vocabulary linked to our topic and start to use these words in conversation. They will be imagining and re-creating roles in real life family situations and fictional stories. They will learn social phrases in response to an adult. Children will participate in daily rhyme time and book vote. They will be talking about their family, home and new school.

Prior Learning: - Children listen to a story and talk about it. They are starting to use longer sentences of four to six words. They use sentences joined up with words like 'because', 'or', 'and'. For example: "I like ice cream because it makes my tongue tingle." They are beginning to use the past and future tense: "I went to the shop" and "I am going to the park." Children can also answer simple why questions.



Books:

Starting School

Only One You

Eyes, Nose, Fingers, and Toes

The Big Book of Families

My Two Grannies

Owl Babies, Stick Man

Harvest Party

Poem - Nature Trail

Non-fiction: Books linked to Autumn - seasons & weather



Wow Moments

Exploring Our Classroom &
School/Autumn Walk
Birthdays/Mass/Theatre Production
Harvest Festival/French Day
Lincolnshire Day
First Whole School Assembly
First Parent Assembly
All About Me Day
Family Reading Time



Red Apples - Autumn Term 1

All About Me!

Am I The Same As Everyone Else?

Computing & Online Safety

Explored through the topic of All About me

COMPUTER SCIENCE: Children learn to help adults operate equipment around the school, independently operating simple equipment, use simple software to make things happen. They can explore options and make choices with toys, software and websites, press buttons on a floor robot and talk about the movement.

DIGITAL LITERACY: Children can play appropriate games on the Internet, talk about good and bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.

INFORMATION TECHNOLOGY: Children develop an interest in ICT by using age appropriate websites or programs, use a mouse/touch pad to rearrange objects and pictures on a screen. They begin to use a keyboard and recognise text, images and sound when using ICT. Children can use a camera/sound recorder to collect photos/sound and can use a simple pictogram or set of photos to count and organise information.



Literacy:

Phonics/Word Reading

Children will learn to read single-letter Set 1 sounds (the first 16 within the RWI Program) Using RWI, we will be learning simple letter sounds in order to decode, blend and read simple CVC words.

Prior Learning: Some children may be able link some sounds to letters and orally blend. Begins to recognise their own name.

Comprehension:

Children will join in with rhymes and stories with repeated refrains. They will begin to sequence events in stories and saying what happened in the beginning, middle and end. Children will draw pictures/characters/events linked to key topic stories.

Prior Learning: - Understand the five key concepts of print, print has meaning that we read English text from left to right and from top to bottom and that the pages are sequenced. They enjoy sharing books with an adult. They also enjoy songs and rhymes, tuning taking and paying attention. They are also able to join in with some words in songs and rhyme. Some children also become aware of the way stories are structured.

Writing:

Children give meaning to their writing & marks whilst using a tripod grip. Children write individual sounds and captions. Some letter formations are easily recognisable. Children write their own name.

Prior Learning: - Children copy finger movements and other gestures. They are also able to make marks using a range of materials. They use some of their print and letter knowledge to engage in writing activities, e.g. writing a pretend shopping list starting at the top of the page. Some children may be able to write some letters accurately.

Values Children will learn about our school motto

'Live, love and learn through the light of Christ'. They will also begin to explore British Values, with a focus on individual liberty and they will encounter our Catholic Social Principles that help guide our moral compass on how to live out our faith in our school and in the world with a focus on human dignity. They begin to have an age appropriate understanding of the protected characteristics of how we present ourselves.

Physical Development

Fine Motor Skills - Children show a preference for a dominant hand through a variety of activities such as Threading, cutting, weaving, playdough and fine motor activities. Children manipulate objects with good fine motor skills. Children hold pencil/paint brush beyond whole hand grasp to a tripod grip and begin to identify a dominant hand. Children begin to write name and draw lines and circles using gross motor movements and fine motor movements. Prior Learning: - Fine Motor: - Children use a comfortable grip with good control when holding pens and pencils. They start to show a preference for a dominant hand. The children start to become increasingly independent as they get dressed and undressed, for example, They can also use enough pressure and control to use a stapler or hole punch successfully.

Gross Motor Skills: - Children revise and refine movement skills already acquired at nursery setting - rolling, walking, crawling, jumping and hopping. They use their core muscle strength to achieve good posture when sitting, standing, putting on and taking clothes off. They develop movement skills needed to manage their day successfully, e.g. lining up for assembly/lunch times etc. Children build upon healthy life style choices linked to food choices, hand washing and personal hygiene. They explore further gross motor skills through dance and movements to songs, hymns, rhymes & stories. They also explore climbing & biking/balancing through the outdoor equipment. Prior Learning: - Gross Motor: - Children can catch a large ball and pedal a tricycle, they can climb confidently. They can run well, kick a ball and jump with both feet on the ground. They can sit comfortably on chairs and walk up and down stairs holding the handrail. They can skip, hop, stand on one leg, and hold a pose for a game like musical statues.

Gross Motor Skills:

Me & Myself - this unit of work explores the body and how it works. Children become aware of the boundaries set, and of behavioural expectations in the setting. Children explore moving, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

They will learn how to use tools safely and how to be healthy and describe the changes in their body after being active. Children will also use a range of malleable materials in their play.

Movement & Development - Children explore how to move and how to move safely, exploring movements, moving in different ways, moving in different directions, moving at different speeds.

Life skills: Health Fitness & wellbeing/safety



Red Apples - Autumn Term 1 All About Me! Am I The Same As Everyone Else?

Life To The Full - PSED/RHE

Children will be learning that they are unique, they have their own likes, dislikes and feelings. They learn the routines of the school day. They will start to understand their own feeling and know that their bodies belong to them. They will learn to think about the feelings of others. They will learn and talk about their family, places and people who are important to them. Children will create a class charter. They will participate in turn taking games and trying out new activities independently and selecting resources independently. Children will be independently assisting themselves for P.E, outdoor play and going to the toilet.

Through the scheme Ten:Ten, the children will explore through stories the following units of work: Handmade With Love - children will be told the story of creation, engaging with it creatively through sound, movement and discussion. This session aims to provide children at the outset of the programme with the language and understanding of the fundamental principle that we were created by God out of love and for love. I Am Me - This session helps children learn that they are uniquely created by God and special because they are made and loved by Him. As children explore in more detail their uniqueness and celebrates difference as well as individual gifts, talents and abilities. Heads, Shoulders, Knees and Toes - children explore the movement their bodies can make by taking part in a story where Freddy Teddy and Mollie the Cat take a morning walk. Through this story children realise how wonderful their unique, God-given bodies are. The lesson also briefly discusses, in an age-appropriate way that privates are private.

Self-Regulation:

Children will start to become familiar with their surroundings. They will show attention to the teacher by responding in an appropriate manner, starting to respond to their new surroundings and pay attention to the adults. During this term children will start to show an understanding of their own feelings and that of others within their new setting. Prior Learning: - Children generally are able to negotiate solutions to conflicts in play.

Managing Self:

Children will start to be aware of the impact of their actions. Through role play, adult led and child initiated activities children will explore their own feelings. They will seek enjoyment from trying out new healthy snacks at break time. Prior Learning: - Children show confidence in new social situations and are trying to be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying hands thoroughly.

Building Relationships:

Within their new surroundings children will build friendships and relationships with adults and their peers. Prior Learning: - Children take part in pretend play in a variety of roles e.g. the Gruffalo. They help to find solutions to conflicts and rivalries and develop their sense of responsibility and membership of a community.



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Am I The Same As Everyone Else?



Understanding the World

Past & Present:

Through stories and conversations, children will comment on pictures of familiar situations images linked to family and home in the past. They will also compare and contrast story characters from key topic stories linked to figures from the past. Prior Learning: - Children know some people were born before them so are older than them and some born after them so are younger than them e.g. brothers and sisters. They know different methods of travel/transport today and in the past. -Children are aware of recent historical figures linked to topic and characters in stories

People & Communities

Children will learn that they are unique and value the differences between themselves, family and friends. Children identify their family. They comment on photos of their family; naming who they can see and of what relation they are to them. They can draw similarities and make comparisons between other families. They understand that home is a special place and can identify who they live with, naming and describe people who are familiar to them. The children can talk about what they do with their family and places they have been with their family.

Through the many stories children make comparisons of real life settings and fictional settings. They will be able to draw information from a simple map and possibly begin to draw simple maps. They begin to learn the similarities and differences between old and new homes. They navigate and explore the classroom, school & school grounds. They make a map of key landmarks in school.

Through our RE program, Come & See and the topic of 'Myself' the children develop an understanding of the importance of first and last names. They begin to understand that God knows and loves each other one of us and that God knows us by our name and that God loves each person. Through the topic of 'Welcome' children begin to explore how we celebrate joining school and other new settings. They learn how we welcome people into our own and God's family. They begin to recognise that Baptism is the first part in joining God's family and how God welcomes us into his family. Children celebrate weekly class and mass Liturgical Prayers/ Lectio Divina. Children learn that unique means distinctive and that your differences make you unique. Children continue to learn that God created us all to be like him but to also be unique. Prior Learning: - Children are able to say who they are and who they live with and talk about some members of their family and people who are important to them. They know some occupations that familiar people have and comment on recent pictures of celebrations in their own life. Children talk about and describe different types of houses, including where they live and talk about and point to what they see in their own environment (school/home). They also show an interest in how things work. Children begin to now there are differences between what people believe and start to know there are special places of worship.

The Natural World

Children will explore their new surroundings and the natural world around them. They will discuss the different plant and animal life that exists. They will use their senses to begin to describe what they see, hear, feel, touch and taste whilst outside & inside. Beginning with Autumn, children begin to know the names of the four seasons and the typical weather that each season may bring. Children will go on an Autumn walk around the school grounds. They begin to understand the effect of the changing seasons around them and wider topic vocabulary to describe what they experience with their senses. Children will predict the changes that may occur throughout the seasons

They explore the Harvest Festival and the crops that grown in the earth and the machinery that helps us collect the harvest. They begin to explore day and night with a focus on nocturnal animals.

Children also learn about their own bodies and the correct names for these body parts. The children name the body parts responsible for particular senses. Children also learn how to look after themselves by exploring the importance of a good diet, sleep, drinking water, exercise, brushing their teeth and having a positive attitude. Prior Learning: - Children begin to explore through their senses the world around them and use a growing vocabulary to describe what they experience. They talk about the differences between materials they work with and changes they notice. Children understand that the weather changes and are starting to learn that different places have different weather. Children talk about what they see, feel, smell, hear, taste using a wide topic related vocabulary. They also begin to understand the need to respect and care for the natural environment and all living things.

They will experience many celebrations such as Mass, Harvest Festival and the cultural traditions and stories that accompany these celebrations.

During the final week of term children have an "All About Me Day" which brings together all of their learning. This then enables them to answer the big question - 'Am I the same as everyone else?'

Mathematics

Number & Patterns

Using White Rose Maths children will begin to learn the five counting principles: The one to one principle, the stable order principle, the abstract principle and the order irrelevance principle. Write Rose Maths and Mastering Number Programmes help the children to grow in mathematical knowledge and understanding. In White Rose Maths - Unit 1 - Match, sort & compare. Children begin to learn to understand sorting techniques, so they can learn how to sort objects, identify sets and compare amounts. Unit 2 - Talk about measure & patterns. Children begin to compare weight, length & capacity of objects. They explore and create, copy and continue simple repeating patterns. They also solve problems to predict and compare length, weight and capacity. Children begin to use measuring tools, such as rulers & timers.

Unit 3 - It's me 1, 2, 3. Children begin to learn to recognise, say and identify numerals 1, 2, and 3. They learn to subitise, represent numbers to 3 with fingers and objects. They find one less and one more than these numbers and learn their composition. (This topic will continue into Autumn Term 2.) Children will also be counting using simple rhymes and songs.

Numerical Number Prior Learning: - Children say when they have more than someone else, they complete a simple insert jigsaw. They are able to say some numerals orally. Children are interested in sorting objects (colour, type or size). They can describe an object by its size, shape or colour and talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. They also use informal language like 'pointy', 'spotty', 'blobs' to describe patterns.

Number Prior Learning: - Children show an awareness of numbers in the environment & recognize some numbers of personal significance. They begin to touch objects as they are counting.

Shape, Space & Measure Prior Learning: - In their play children explore 2D and 3D shapes and begin to learn their names. Children can recall a sequence of everyday life and begin to understand some basic positional language.



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All About Me!

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Expressive Arts & Design

Creating With Materials

Through our 'All about me' topic' children draw self-portraits and landscape drawings of their school environment including buildings. They build models which replicate those in real life using different resources. The children will be learning how to use different creative materials to make marks, including circles and lines and the exploration of colour. Children will explore mark making with wax crayons, felt pens and chalks and begin to explore colour mixing. They will paint self-portraits, observational drawings, building scapes and create seasonal art linked to Autumn using a range of natural and manmade materials. They will create junk models using recycled materials. Prior Learning: - Children create closed shapes with continuous lines and begin to use shapes to represent objects. They explore colour and colour mixing. Children use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and create own piece of art and give meaning. They also talk about what they like/don't like in their own and others art.

Being Imaginative:

Children will sing a range of nursery rhymes and songs in groups and individually, with a focus on pitch matching and following the melody. They will listen to music and discuss what they do and do not like. Children will also explore and engage with music making and dancing, performing in groups or individually. Children will join in with simple home based role-play and other ideas based on stories and rhymes they have heard. Children will learn how to take photos of their work and be able to offer simple explanations to their work and think of ways they may enhance it. Children use large scale construction to build their perfect house. Prior Learning: - Children listen with increased attention to sounds. They play a given instrument to simple beat. They create their own songs and can sing and participate in role-play activities. They can also name a few musical instruments. Music: Children will begin to recognise the name of simple percussion instruments, by sight and name. They will dance to music, appraise it, discussing how the music makes them feel, and talk about the tempo of the piece. Children will sing a range of nursery rhymes, songs and poems, they will play untuned instruments. Through Music Express Topic: "A Sky Full Of Colour" children will sing, play, listen respond and move to music. They will experiment with colour and learn about the conditions that produce the beautiful rainbows we see in the sky. Through the topic of "Let's Go Green" children will sing, play, listen respond and move to music. Children will also explore imaginative ways to reuse and recycle. Children also sing a variety of nursery rhymes and songs.