

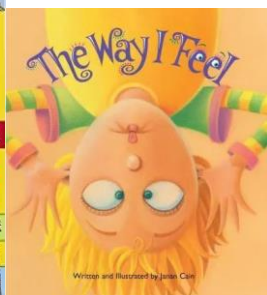
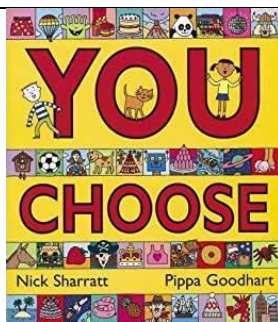
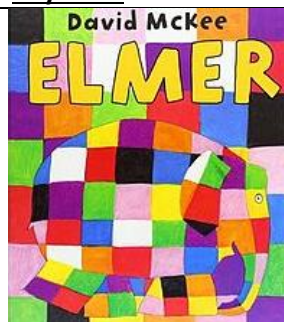
**Skills we already should know**

- Understand what makes them happy or sad
- Awareness of basic emotions; happy, sad, scared
- Know who their immediate family are e.g. mum, dad, brothers etc.
- Know who they live with.
- Can articulate their likes and dislikes.
- Can talk about some people who are special to them, e.g. friends and family, pets etc

**What skills we're going to develop**

- Learn the name of some places around the area of the school. (eg: playground, office, cloakroom, etc...)
- Learn new routines of the school day.
- Gain Independence when choosing new activities.
- Ask simple questions and take turns to speak in a group or one to one situation.
- Follow simple instructions.
- Understand difference between myself and others.
- To think about my feelings and begin to have awareness of the feelings of others.
- Understand that emotions can change.
- Looking at past and present events and how they have changed.
- Talk about the features of their own immediate environment.
- Recognise some environments that are different to the one in which they live.
- Knowledge of similarities and differences of an environment (autumn and summer) what has changed?
- Explore the natural world around them.
- Understand the effect of changing seasons on the natural world around them.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Describe what they see, hear and feel.
- Spot rhyming words in story books, song and voice.
- Recognise some letters and their sounds

**Key texts**



**Key questions**

- Who am I?
- How do I feel?
- Where do I belong?
- What makes me special?
- What are my likes and dislikes and why?
- What is my world like?
- How do places we know change over time and through different seasons?

**ELG'S**

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Talk about the lives of the people around them
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Form positive attachments to adults and friendships with peers

### Physical development

Look at our favourite games and dances.

Paintings and craft – self-portraits, drawing maps, leaf man pictures.

Fine motor skills development- funky fingers, dough disco.

### Literacy

Texts / story maps / changing the ending / recreating own version etc

Children orally telling and acting their own stories.

Phonics – Phase 1 and 2

Rhymes and rhyming words

### Personal, social and emotional development

Me and My Relationships:

Marvellous Me

I'm Special

People who are special to me

Becoming aware of our different emotions - zones of regulation.

### Understanding the World

Differences and similarities between the seasons – Autumn changes.

What do we notice and observe in our environment.

People who help us and who are special to us.

## Who Am I?



### Expressive arts and design

Exploring paint and colouring mixing.

Role play – design own dress up, home corner, people who help us.

Self-portraits.

Autumn creations – leaves, acorns, conkers etc.

### Communication and language

Children listen to a range of stories exploring different environments and concepts.

Follow instructions – positional and directional language.

Children are able to explain how they feel.

### Maths

#### Numbers to 5

**Match, sort and compare** including quantities of identical & non-identical objects.

**Talk about measure and patterns** – comparing size, mass, capacity.

**Making patterns** – Exploring simple patterns

**Time** - my day

**Months of the year** – our birthdays.