

<b>Term:</b>	<b>Autumn Term 1</b>		
<b>Topic title:</b>	<b>All About Me!</b>		
<b>Key Questions</b>	<b>What makes us all valuable individuals?</b>		
<b>Avenues for exploration</b>	<ul style="list-style-type: none"> <li>-Identifying our emotions</li> <li>-Building respectful friendships with others</li> <li>-Sharing about our families</li> <li>-Exploring how we keep our bodies healthy</li> </ul>	<b>Charity Link</b>	Leicester Foodbank - Harvest time food bank
<b>Global themes covered</b>		<b>British Values</b>	
<b>UN Global Links</b>		<b>Fossebrook Values</b>	
<b>Visit/experience linked to the topic</b>	<ul style="list-style-type: none"> <li>-Harvest Festival</li> <li>-Autumn walk in school grounds</li> </ul>	<b>Overall outcome for topic</b>	<ul style="list-style-type: none"> <li>-Creating a self-portrait to display</li> <li>-Presenting a 'Healthy Me' Tapestry post</li> </ul>
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>• Colour Monster Goes to School</li> <li>• The Worrysaurus</li> <li>• Elmer</li> <li>• Mega Magic Hair Swap</li> <li>• The Koala Who Could</li> <li>• Ruby's Worry</li> <li>• Meesha Makes Friends</li> <li>• Hair Love</li> <li>• Full, Full, Full of Love</li> <li>• Non-fiction books about going to the doctors and dentist</li> <li>• Oliver's Vegetables</li> <li>• Rosie's Walk</li> <li>• Farmer Duck</li> </ul>	<b>English</b>	<b>Beginning to read and write</b> <ul style="list-style-type: none"> <li>• To recognise and start to independently write their name.</li> <li>• To trace letters with good control.</li> <li>• To orally blend CVC words (Fred Talk)</li> <li>• To hear and write the initial sounds in CVC words</li> <li>• To have a go at segmenting and blending to read and write CVC words</li> <li>• To recognise and say the first 'Set 1' sounds taught in phonics</li> </ul>
<b>Maths</b>	<p><b>Match, Compare &amp; Sort. Number focus: 1, 2, 3, 4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>• To count objects, actions and sounds.</li> <li>• Link the number symbol (numeral) with its cardinal number value</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>• Explore the composition of numbers to 5</li> </ul>	<b>Phonics</b>	<p><b>Scheme: RWI phonics</b></p> <p>Learn to read and write set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b</p> <p>Children aim to begin blending sounds to read simple CVC words (3 letter words such as mat)</p> <p>Red Words (irregular words) taught: l, the, no, of, to, go</p>

<p><b>Understanding the World</b></p> <p>(Science, History, Geography &amp; Computing)</p>	<p><b>People Cultures and Communities</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> <li>• Understand that some places are special – Focus on school and its purpose</li> <li>• Getting to know our school and local areas: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Using tablets/computers for educational apps to support English, Maths, and Topic.</li> </ul>		
<p><b>Expressive Arts and Design</b></p> <p>(Art/D&amp;T, Being Imaginative &amp; Expressive)</p>	<ul style="list-style-type: none"> <li>• DT: Junk Modelling: Join different materials and explore textures.</li> <li>• Art: Drawing with increasing complexity and detail.</li> <li>• Take part in simple pretend play in the role play area.</li> <li>• Begin to develop complex stories using small world equipment like animals &amp; dolls</li> <li>• Remember and sing entire songs.</li> </ul>	<p><b>Communication &amp; Language</b></p> <p>(Listening, Attention &amp; Understanding, Speaking)</p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary and use it throughout the day.</li> <li>• Engage in story times.</li> <li>• Engage with non-fiction books.</li> <li>• Use talk to help work out problems and organise thinking.</li> </ul>	
<p><b>PSHE</b></p> <p>(Inc. PSED: Personal, Social &amp; Emotional Development)</p>	<p><b>Self-Regulation: My Feelings</b></p> <ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> </ul>	<p><b>RE</b></p> <p>Scheme: Leicestershire Agreed RE Syllabus</p>	<p><b>Being Special: Where do we belong?</b></p> <ul style="list-style-type: none"> <li>• Retell religious stories making connections with personal experiences.</li> <li>• Share and record occasions when things have happened in their lives that made them feel special</li> <li>• Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>• Recall simply what happens when a baby is welcomed</li> </ul>
<p><b>Music</b></p> <p>Scheme: Charanga Music</p>	<p><b>Unit 1: Me!</b></p> <ul style="list-style-type: none"> <li>• Listen and Respond to a different style of music each week/step</li> <li>• Explore and Create - initially using voices only but building to using classroom instruments too</li> <li>• Singing - nursery rhymes and action songs - building to singing and playing</li> </ul>	<p><b>PE</b></p> <p>Scheme: Complete PE</p>	<p><b>Physical Development Goals:</b></p> <ul style="list-style-type: none"> <li>• Skipping, hopping, balancing, and posing for a game such as musical statues.</li> <li>• Starting to show a preference for a dominant hand.</li> <li>• Using one-handed tools and equipment.</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p><b>Complete PE:</b> Ourselves - Dance Moving - Gymnastics</p>