

## OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

### Prime Area: Personal, Social and Emotional Development

To make friends with our new classmates and learn each others' name.

To get to know and use all areas of the classroom.

To apply class rules and learn how to look after our classroom, including working as a team.

To be able to dress and undress for PE.

To learn daily routines at school, including washing hands before snack/lunch.

To take part in key person time involving discussions with an adult and peers.

To learn about celebrating harvest.

### Specific Area: Mathematics

To complete baseline assessments.

To recognise some numerals of personal significance.

To recognise numerals 1 to 5.

To count up to three or four objects by saying one number name for each item.

To count actions or objects which cannot be moved.

To select the correct numeral to represent 1 to 5 objects.

To count an irregular arrangement of up to 5 objects. To learn counting and finger rhymes.

### Prime Area: Physical Development

To gain an awareness of space and other people within the space.

To take part in dough disco and finger gym to support fine motor skill development.

To gain control over fastenings when getting dressed and undressed for P.E sessions.

To use a correct pencil grip and gaining control with mark making implements.

To continue to develop fine motor skills through the use of finger gym activities.

### Specific Area: Understanding the World

To discuss and describe the changes in Autumn.

To explore our families and friends; understanding that all families are different.

To explore the area of Stanford in the Vale - where we live.

To understand different senses and how we use our senses.

To explore how people change as they grow up.

To play games on the IWB after they have been shared during whole class sessions.

### Specific Area: Literacy

To recognise and write their own name.

To recognise other children's names.

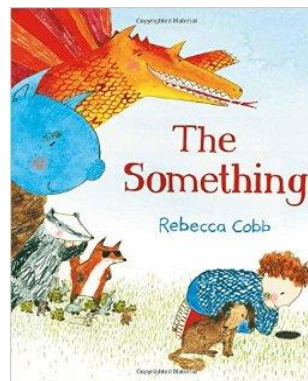
To explore aspects of phase 1 phonics.

To write for different purposes - labels, birthday cards, lists

To learn how to handle and look at books correctly.

## Sunflower Class

Who am I?  
What am I?  
Where am I?



### Autumn Term 1

Wow Moment: Weekly Autumn welly walks (no cost involved)

Home Learning Challenge: A family tree due in on Thursday 11<sup>th</sup> October.

### Specific Area: Expressive Arts and Design

To take part in role play activities.

To sing songs and nursery rhymes: Charanga 'Me!'

To learn songs for the Harvest Festival

To draw family/self-portraits.

To investigate textures through rubbings and collage.

To explore different types of houses/homes.

To make a puppet.

To create Christmas Card images (FOSS fundraiser).

Role play: Home corner

### Prime Area: Communication and Language

To complete baseline assessments.

To listen to and respond to a variety of stories based on our weekly themes.

To sequence the events in the stories.

To join in with songs and rhymes linked to our families.

To follow and respond to instructions.

To create roles and experiences through the use of role play.