

OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs Communities & Environment Life Skills Personal, Social & Emotional Well Being

Prime Area: Personal, Social and Emotional Development

- To understand how it feels to belong and that we are similar and different.
- To start to recognise and manage my feelings.
- To enjoy working with others to make school a good place to be.
- To understand why it is good to be kind and use gentle hands.
- To start to understand children's rights and this means we should all be allowed to learn and play.
- To learn what being responsible means.
- To understand how to keep our hands and teeth clean.
- To understand the behavioural expectations in the class and the boundaries set.

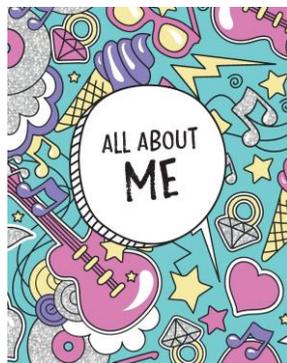
Prime Area: Communication and Language

- To complete baseline assessments.
- To complete settling in activities.
- To learn how to make friends.
- To talk about experiences that are familiar to them.
- To share our passions / goals / dreams.
- To learn about family routines and special occasions.
- To show an interest in the lives of other people.
- To follow instructions (settling in, putting my things away).
- To develop vocabulary.

Prime Area: Physical Development

- To develop fine motor skills through threading, cutting, weaving and playdough.
- To manipulate objects with good fine motor skills.
- To hold a pencil/paint brush beyond whole hand grasp.
- To take shoes off and put them on.
- To take part in 'Squiggle While you Wiggle' focusing on up and down movements.
- To take part in Welly Walks navigating various terrains successfully.

Sunflower Class



Autumn Term 1

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

Harvest Service – Friday 24th September

Specific Area: Expressive Arts and Design

To learn songs for the Harvest Festival.

- To join in with songs.
- To begin to mix colours.
- To build stories around toys (small world) and use available props to support role play.
- To build models using construction equipment.
- To exploring sounds and how they can be changed, tapping out of simple rhythms.
- To play pitch matching games, humming or singing.
- To draw a self-portrait (enclosing lines): draw definite features.
- To do an observational drawing of a pet.

Specific Area: Mathematics

- To complete baseline assessments.
- To take part in activities involving matching, sorting and comparing amounts.
- To compare size, mass and capacity.
- To explore patterns.

Specific Area: Literacy

- To handle books correctly and follow print left to right, top to bottom.
- To locate the title.
- To segment and blend words orally.
- To recognise words that rhyme.
- To show a preference for a book, song or rhyme.
- To show a preference for a dominant hand and develop the use of a tripod grip.
- To begin mark making, giving meaning to marks and labelling.
- To learn to write their name using correct formation.

Specific Area: Understanding the World

- To identify their family commenting on photos of their family; naming who they can see and of what relation they are to them.
- To show interest in the lives of other people who are familiar to me.
- To understand that all families are different.
- To recognise that people have different beliefs and celebrate special times in different ways.
- To talk about what they do with their family and places they have been with their family.
- To draw similarities and make comparisons between other families.
- To show an interest in different occupations and ways of life.
- To draw a simple map (journey to school).
- To ask questions about aspects of my familiar world such as the place where I live or the natural world.