

Home Sweet Home Autumn 1

PRIME AREAS OF LEARNING

Personal, Social and Emotional Development

Making Relationships

Plays cooperatively with a familiar adult

- Interested in others' play and starting to join in
- Seeks out others to share experiences
- Responds to what others say or do and keeps play going
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

• Uses a familiar adult as a secure base from which to explore independently in new environments

Self-confidence and Awareness

Explores new toys and environments but 'checks' in regularly with familiar adult as and when needed

- Demonstrates sense of self as an individual
- Separates from main carer with support and encouragement from a familiar adult
- Expresses own preferences and interests
- Selects and uses activities and resources with help
- Communicates freely about own home and community
- Is more outgoing towards unfamiliar people and more confident in new social situations

Managing Feelings and Behaviours

Can inhibit own actions/behaviours

- Begins to accept the needs of others
- Takes turns and shares resources, sometimes with support
- Is aware of own feelings and knows that some actions and words can hurt others' feelings
- Responds to a few appropriate boundaries, with encouragement and support

Communication and Language Development

Listening and Attention

- Listens to and enjoys rhythmic patterns in rhymes and stories
- Listens with interest to the noises adults make when they read stories
- Recognises and responds to many familiar sounds
- Listens to stories with increasing attention and recall
- Joins in with repeated refrains
- Anticipates key events and phrases in rhymes and stories
- Shows interest in play with sounds, songs and rhymes

Understanding

Selects familiar objects by name and will go and find objects when asked, or identify objects from a group

- Understands simple sentences
- Understands more complex sentences
- Understands 'who', 'what', 'where' in simple questions
- Is developing understanding of simple concepts
- Understands use of objects
- Beginning to understand 'why' and 'how' questions

Speaking

Copies familiar expressions

- Beginning to put two words together
- Uses different types of everyday words – nouns, verbs and adjectives
- Beginning to talk about people and things that are not present
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- Learns new words very rapidly and is able to use them in communicating
- Uses a range of tenses
- Uses vocabulary focused on objects and people that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play

Physical Development

Moving and Handling

Beginning to balance blocks to build a small tower

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools
- Beginning to use three fingers (tripod grip) to hold writing tools
- May be beginning to show preference for dominant hand
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp
- Holds pencil near point between first two fingers and thumb and use it with good control

Health and Self-care

Holds cup with both hands and drinks without much spilling

- Clearly communicates wet or soiled nappy or pants
- Shows some awareness of bladder and bowel urges
- Shows awareness of what a potty or toilet is used for
- Feeds self competently with spoon
- Drinks well without spilling
- Clearly communicates their need for potty or toilet
- Observes the effects of activity on their bodies
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves
- Develops own likes and dislikes in food and drink
- Willing to try new food textures and tastes

British Values

We respect the culture and beliefs of others

We treat everyone equally.

We know that we are all special

We understand right from wrong

We try to help other people

We listen to and respect other people's opinions and values

We understand the consequences of our actions

We understand and respect the roles of people who help us.

Core Reading Texts

Week 1 – Peace at Last

Week 2 – Peace at Last

Week 3 – The Three little pigs

Week 4 – The Three little pigs

Week 5 – Little Red Riding Hood

Week 6 – Little Red Riding Hood

Key Events and Celebrations

Gurgaddi Celebration

16th September – Guru Arjan Dev ji and Guru Ram Das ji

18th September - Guru Angad Dev ji

20th October – Guru Harkrishan Sahib ji and Guru Granth Sahib ji

Khalsa Primary School Value

Vand Ke Shakna

Kirat Karni

Naam Japna



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SPECIFIC AREAS OF LEARNING

Literacy

Reading

- Repeats words or phrases from familiar stories
- Fills in the missing word or phrase in a known rhyme, story or game
- Listens to and joins in with stories and poems, one to one and also in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Suggests how a story might end
- Listens to stories with increasing attention and recall
- Describes main story settings, events and principal characters
- Recognises familiar words and signs such as own name and advertising logos
- Looks at books independently
- Handles books carefully
- Holds books the correct way up and turn pages
- Is beginning to be aware of the way stories are structured
- Knows information can be relayed in the form of print
- Interested in books and rhymes and may have favourites
- Has some favourite stories, rhymes, songs, poems or jingles

Writing

- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places

Numeracy

Numbers

- Beginning to organise and categorise objects
- Says some counting words randomly
- Recites some number names in sequence
- Uses some language of quantities, such as 'more' and 'a lot'
- Uses some number names and number language spontaneously
- Uses some number names accurately in play
- Recites numbers in order to 10
- Sometimes matches numeral and quantity correctly
- Compares two groups of objects, saying when they have the same number
- Knows that numbers identify how many objects are in a set
- Shows an interest in number problems

Shape, Space and Measure

- Beginning to categorise objects according to properties such as shape or size
- Begins to use the language of size
- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows awareness of similarities of shapes in the environment
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Uses shapes appropriately for tasks
- Beginning to talk about the shapes of everyday objects

Understanding the world

People and Communities

- Is curious about people and shows interest in stories about themselves and their family
- Shows interest in the lives of people who are familiar to them
- Shows interest in different occupations and ways of life
- Talks about some of the similarities and differences in relation to friends or family
- Has a sense of own immediate family and relations
- Learns that they have similarities and differences that connect them to, and distinguishes them from, others
- Enjoys pictures and stories about themselves, their families and other people

The World

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
- Remembers where objects belong
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Enjoys playing with small-world models such as a farm, a garage or a train track

Technology

- Seeks to acquire basic skills in turning on and operating some ICT equipment
- Operates simple equipment such as turning on a CD player or using a remote control
- Knows that information can be retrieved from computers
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones

Expressive Arts and Design

Exploring and Using Media and Materials

- Explores and experiments with a range of media through sensory exploration, and using whole body
- Begins to move to music, listen to or join in rhymes or songs
- Notices, and is interested in the effects of making movements which leave marks
- Joins in singing favourite songs
- Experiments with blocks, colours and marks
- Sings a few familiar songs
- Explores colour and how colours can be changed
- Beginning to be interested in and describe the texture of things
- Uses various construction materials
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build and balance

Being Imaginative

- Expresses self through physical action and sound
- Pretends that one object represents another, especially when objects have characteristics in common
- Beginning to use representation to communicate
- Beginning to make-believe by pretending
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
- Engages in imaginative role-play based on own first-hand experiences
- Uses available resources to create props to support role play
- Captures experiences and responses with a range of media such as music, dance and paint and other materials or words

E-Safety



Online Smartie the Penguin for EYFS
Microsoft Powerpoint
Presentation (2.89 MB)