

Personal, Social and Emotional Development

PSED Scheme: Beginning and Belonging.

Developing our own class rules and routines, how can we keep everyone happy and safe?

Focus on making friends and sharing our resources and learning environment.

Settling into school and learning the school routines.

Developing friendships and building relationships.

We will try new things and talk about the importance of perseverance.

CURRICULUM

Self-Regulation

Aware of the behavioural expectations in the setting.

Express their feelings and consider the feelings of others.

Managing Self

Can manage washing and drying hands.

Shows some understanding that good practices (with regard to exercise, eating, sleeping and hygiene) can contribute to good health.

Building Relationships

Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and a familiar adult.

Communication and language

Learn to speak with confidence during circle/carpet times.

Learn to listen and respond appropriately with relevant comments, questions or actions.

Use appropriate story language to re-enact/re-tell simple and familiar stories.

Learn and be encouraged to use new vocabulary relating to topic

Be encouraged to ask questions and develop curiosity.

Role Play - Home Area

CURRICULUM

Listening, Attention and Understanding

Listens to others 1:1 and in small groups.

Maintains attention, concentrates and sits quietly during appropriate activity.

Speaking

Building up vocabulary that reflects the breadth of their experiences.

Using talk to pretend that objects stand for something else in play, e.g.

‘ This box is my castle’.



**EARLY YEARS
AUTUMN TERM 1
2026**

MARVELLOUS ME

Literacy

Focusing on listening carefully to familiar stories and reciting repeated refrains.

Retelling stories using actions.

Daily phonics sessions - Phase 2 - s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u,

Oral blending c- a -t = cat

Oral segmenting cat = c- a- t.

Sequencing stories.

Beginning to mark make and ascribe meaning to their writing.

CURRICULUM

Writing

Gives meaning to marks as they draw, write and paint.

Word Reading

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Hears and says the initial sound in words.

Comprehension

Enjoys an increasing range of books.



Mathematics

Linking numerals and amounts up to 5. Comparing qualities using language: ‘more than’, ‘fewer than’. Making comparisons between objects relating to size, length, weight and capacity. Discussing and identifying patterns. Extending and creating ABAB patterns.

Noticing and correcting an error in a repeating pattern.

CURRICULUM

Numbers

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

Counts up to 3 or 4 objects by saying one number name for each item.

Selects the correct numeral to represent 1 to 5.

Numerical Patterns

Explore and represent patterns.

Shape, Space and Measures

Orders and sequences familiar events.

Measures short periods of time in simple ways.

Throughout the whole year children will:

Develop a love of books, stories and reading through story time, guided reading and home reading.

Possible Focused Texts

Fiction: Funny Bones, All Are Welcome, The Large Family Stories, We're All Wonders, Have You Filled a Bucket Today? What Do I Look Like?

Non-Fiction: My Five Senses

Understanding the World

Beginning to make sense of their own life- story and family's history through exploring family photos, focusing on similarities and differences between themselves and others.

Playing 'Guess the baby' including spotting Miss Berry!

Science

Learning about the human lifecycle. Discussing body parts and different bones. Investigations involving our 5 senses such as going on a senses walk.

Weekly Investigations

Dancing raisins, indestructible bag, skittles, loud lollies.

CURRICULUM

The Natural World

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world

Past and Present

Comment on images of familiar situations in the past

People, Culture and Communities

Knows and can talk about the things that make them unique

Can identify some similarities and differences in relation to friends and family

Remembers and talks about significant events in their own experience.

RE

Unit F4 - Being Special. Where do we Belong?

This unit enables pupils to think about how each person is unique and valuable and consider religious beliefs about this.

It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.



Poetry Basket which concludes with weekly 'Performance Friday'

Chop Chop, Things I Can Do, Down is the Earth, All About Me,
Leaves are Falling, Breezy Weather.

Expressive Arts and Design

Build a repertoire of songs and dances as part of our daily routine and through using Go Noodle.

Explore the sounds of different instruments and making their own musical instrument.

Create self-portraits looking closely at our different features (painting and collages)

Artist of the term - Giuseppe Arcimboldo - children will create their own portraits in the style of Giuseppe Arcimboldo using a variety of fruits and vegetables.



CURRICULUM

Creating with Materials

Selects appropriate resources Uses various construction materials

Being Imaginative and Expressive

Engages in imaginative role-play based on first hand experiences. Creates simple representations of people. Chooses particular colours to use for a purpose.

Listens attentively to music.

Physical Development

Personal hygiene, such as washing our hands, putting shoes and socks on and off. Looking after our bodies - healthy eating and exercise.

We will talk about the importance of hygiene and our daily routines.

Practising our hopping, jumping, jogging, crawling, balancing, throwing and catching. Using bikes and scooters.

Developing fine motor skills through threading, painting, chalking and dough disco.

We will practise using pencils and scissors.

Movement for Learning sessions.

CURRICULUM

Gross Motor Skills

Develop overall body strength

Beginning to experiment with different ways of moving

Fine Motor Skills

Can copy some letters, e.g. letters from their name

Can use paintbrushes and scissors with increasing accuracy.