

Personal Social Emotional Development (PSED)

- Learning and talking about my family/carers and other people who are important to me
- Getting to know one another - who we are, our families, our interests and why we are all unique and special. Celebrating our similarities and differences.
- Introducing and establishing class rules, routines and boundaries. **Link to British Values: Democracy.**
- Making friends and building self-confidence and resilience.
- Participating in turn-taking games and learning to accept the needs of others.
- Naming and awareness of emotions, learning to think about the feelings of others
- Exploring new activities independently and selecting and using resources independently.
- Managing own hygiene and self-care: toilet routines, hand washing, use of tissues. Dressing/undressing for Forest School.

Physical Development (PD)

- Using a range of malleable materials with developing skill and control. Introduction of dough disco to strengthen muscles in fingers and hands.
- A range of fine motor skills activities to improve dexterity and strength to help with pencil skills and help develop effective use of a range of small tools.
- Games in hall/ outside to improve and practise balance and co-ordination and to develop ability to move with control and co-ordination over, under, through various small apparatus.
- Lots of large outdoor games and activities for gross motor skills and group cooperation.
- Recognising and describing the changes to our bodies after being active.

Communication and Language (CL)

- Model and support taking turns to speak and listen, with visuals to support.
- Introduce and model behavior during circle time and support all children to participate and to listen to the contributions of others.
- Developing confidence and fluency when talking about themselves and sharing news about their families, interests etc, including asking questions to extend their knowledge.
- Sharing and discussing stories, re-telling and recalling sequence of events from the beginning, middle and end of the book, including joining in with stories/repeated refrains.
- Imagining and recreating roles in role play and small world situations, developing appropriate vocabulary.

Marvelous Me Autumn 1 2025/26

Activities may differ depending on children's interests



RE Creation

To know that the Bible is God's book and that the Creation story is a special story within it. To be able to retell the Creation story and identify key words within it. To learn about the sign of the cross and what it means. To know that church is a special place where we can talk to God.

Understanding the World (UW)

- Getting to know their new environment and learn the new expectations and routines. **(PCC)**
- Get to know the whole school as a special community that they belong to. Learn the different roles of all the people in school; children, teachers, cooks, secretaries, caretakers, lunchtime supervisors. **(PCC) (PP)**
- Looking at the Past: When I went to nursery. **(P/P)**
- Going on local walks around the school to explore the local environment and compare with their home/garden (link to Creation unit) looking at plants and fruit. **(NW)**
- **Harvest** – Sharing with others. **(PCC)**
- Learning about different parts of the body/body names. **(NW)**
- Seasonal Changes: Talk about Autumn and create 'interest' table for items found. **(NW)**

Expressive Arts & Design (EAD)

- Drawing/painting pictures of themselves using mirrors.
- Creating pictures of themselves and friends using loose parts
- Creating pictures of family and friends with a range of media.
- Thinking about colours and using them appropriately in pictures.
- Using a range of objects to print with e.g. shoes, hands
- Learning new songs and rhymes.
- Imaginative play and talk in the home corner, acting out familiar narratives.
- Using a range of materials to make collages and models.
- Make up stories with words and recreate them with pictures or models.
- Autumn pictures/models
- Charanga music scheme, including well-known/new songs.

Mathematics (M)

- Opportunities for settling in, introducing the areas of provision and getting to know the children.
- Focus on key times of the day, class routines. Exploring the provision inside and out and remembering where things belong, incorporating the use of positional language.
- Three week settling period, in line with White Rose Maths theme 'Getting to Know You' and incorporating B. Assessments.
- Weeks 4-6 'Just Like Me' focus on matching, sorting and comparing amounts in Number. Comparison of size, mass and capacity and exploring pattern.
- Comparing and sorting heights and length in pairs and small groups- eg who has the longest /shortest foot/hand prints.
- Model and talk about ordinal numbers.

Literacy (L)

- Writing/mark making about myself and my family and own interests.
- Listening and responding to stories and poems about starting school/ new experiences.
- Recognise own name and use different tools/materials to attempt to 'write' it.
- Learning the purpose of writing e.g. making lists, labelling pictures, *including* writing labels to 'save' mobile models.
- Assess and consolidate Phonics Phase 1 and introduce Phase 2 Little Wandle in the 2nd week of term.
- Recognise/write phase 2 graphemes, read 2 letter words and CVC words. Introduce Tricky Words.