

Literacy

Reading

- Phase 2 phonics sound and letter name recognition
- Blending and segmenting skills
- Phase 2 'Tricky word' recognition and spelling
- Identify key characters and main events in a story

Writing

- Name writing
- Oral story telling (Talk for Writing)
- Begin to write simple CVC words and tricky words
- Label writing
- List writing
- Letter to Santa

Expressive Arts and Design

- Draw member of my family
- Paint a self portrait
- Home corner role-play and small world play acting out my own experiences
- Design and make a birthday card
- Make a diya for Diwali using clay
- Use autumn colours to create a picture
- Create a Christmas card and calendar
- Experiment with sounds using musical instruments
- Sing nursery rhymes together as a class
- Join in with simple movement dances

Communication and Language

- Share ideas and thoughts with new adults and children in the class clearly so they understand
- Share needs with adults in the classroom
- Talk using lots of words during play in different areas of the classroom with other children
- Understand the routines of the day in school and where things are around the classroom
- Understand our '5 Golden Rules of Early Years' of how we learn in a happy classroom
- Begin to use new language introduced by my teacher in the different areas of the classroom
- Talk lots when playing with my friends
- Listen to and follow simple instructions
- Talk about my family at home
- Talk about my favourite toy
- Share and talk about my learning with my teacher
- Join in with my favourite songs and rhymes
- Join in with parts of a story I remember

Autumn Term

Me and My World



At Harvills, we follow our own skills-based curriculum designed to equip our children with the fundamental skills they need to access all the areas of learning and grow as a person and lifelong learner. The children are encouraged to follow their own learning interests inside and outside the classroom, applying the skills they have learnt. These curriculum outcomes are subject to change as we plan with the children's ideas and interests in mind.

Prime areas of learning

Personal, Social and Emotional Development

- Enter the classroom happy and ready to learn
- Separate from my care-giver into school with ease
- Begin to organise my own things e.g put my belongings away
- Begin to make new friends, talking to different children during play
- Ask for help from an adult when I need it if I am upset or frustrated
- Understand our '5 Golden Rules of Early Years' of how we learn in a happy classroom
- Begin to share ideas with the class when I feel confident to
- Choose what I want to play with and follow my own learning interests
- Share resources with help
- Tell my teacher what I like and don't like
- Follow classroom and school rules
- Manage my own personal needs including going to the toilet by myself
- Begin to be more independent e.g pouring my own juice at snack time, helping to make my own toast and butter it
- Dental hygiene- how to take care of our teeth

Maths

- Rote counting to 20 and beyond
- Counting objects using 1:1 correspondence
- Subitising numbers to 5
- Recognising numbers to 10 and beyond
- Writing numbers to 10
- Ordering numbers to 10 and beyond
- Recognising and continuing simple patterns
- Begin to use mathematical language for position
- Create shape pictures and use of construction
- Days of the week

Understanding of the World

- Explore the classroom and outdoor environment
- Observe changes e.g how I have changed, seasonal changes
- Celebrate festivals e.g harvest, Diwali, Bonfire night, Christmas, Birthdays
- Post a letter to Santa
- People who help us- visit from emergency services.

Physical Development

- Put my own coat on
- Take my own coat off and hang it on my peg
- Put my own jumper/cardigan on and off
- Begin to put my belongings away and collect them at the end of the day
- Move around the inside and outside the setting with ease, avoiding obstacles and negotiating space safely
- Cutting skills
- Road safety
- Strength development through physical activity to support writing
- Fine motor skills activities to develop my pincer grip using small loose parts and tools
- Manage my own personal needs including going to the toilet by myself
- Using tools to spread e.g butter my toast