

**WOW – Engage** Circle time, feelings, family photos, cosmic yoga, looking at ourselves in the mirror, painting our faces, paper dolls, learning new songs, learning the Aylesbury Vale Charter, making new friendships and learning through play.

### Literacy

Letter knowledge

Can copy/ write own name

Vocabulary Acquisition-Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books

Sound discrimination-Hears initial sounds

Retelling and recalling-Sequences stories/ events (not always in order)

Fine motor skills-Handles tools with increasing control e.g. paint brushes, glue spreaders, playdough tools etc.

Prediction-Joins in with familiar rhymes and stories

### Physical Development

Fine motor skills-Making snips in paper with scissors-Digging, scooping, pouring-Able to use a spoon to feed self/ cups to drink.

Pencil control-Use mark making equipment with increasing accuracy e.g. drawing shapes/ simple pictures.

Movement (Gross motor skills)-Use 2 hands to pick up heavy objects, and with support seek assistance to move heavier objects. -Balance on one foot for a short time.

**Key texts** The colour monster, Paper Dolls, You choose, Owl babies, nursery rhymes, Goldilocks and the 3 bears, Each Peach Pear Plum

### Real Life Experiences

Looking at our family photos, looking at ourselves, sharing our favourite stories/recipes/songs/ nursery rhymes, cooking, looking at artists portraits i.e., Picasso, exploring our new surroundings, new friendships, learning our routine, Makaton sign of the week, our class charter, exploring the outdoors and the change in season, developing and learning through play.

## Preschool- Our Stories

‘What about us?’



Autumn 1

### Links in Learning

In Reception children will go on to look at different celebrations as part of their work on Understanding the World. They will also continue to develop positive attitudes about the differences between people as part of their Marvellous Me topic.

### Communication and Language

Speaking-Articulate and speak clearly

-Speak in 4–6-word sentences -Explain feelings in simple terms e.g. “I am sad because...” -Express wants and needs, such as asking for particular resources.

Listening skills-Respond to questions and instructions directed to them.-Follow 2-part instructions

### Expressive Art and Design

Explore-Colour -Recognise colours/ choose colours for a purpose.

Music-Responds to music -verbally and using movement. - Talks about how music makes them feel

Imaginative play-Develop storylines -Plays with familiar resources -Uses own experiences to develop storylines e.g. going on a bus/ car ride-Participates in small world play related to rhymes and stories

### Personal Social Emotional Development

Developing sense of self- Name and talk about own feelings, sometimes using props as a support e.g., colour monster book

-Manage own basic hygiene (toileting, washing hands, feeding self, drinking)-Talk about likes and dislikes

Follow rules-Beginning to understand right and wrong and follow classroom rules e.g. tidying up independently.

Building relationships-Work and play co-operatively with others e.g. building simple role play in the home corner -

Show empathy to the feelings of others e.g. comforting another child when they are upset.

### Understanding the World

Past and present -History -Able to say who they are and who they live with-Can talk about any pets they may have-Can talk about some members of their family.

Culture and Community -RE and Geography-Shows an interest in different occupations-Comments on recent pictures of celebrations in their own life. “This is me celebrating Diwali...”

The Natural World -Science and Geography -Respect and care for the environment -classroom/ outdoors -Talk about what they see in their own environment (school/home)

### Mathematics

Compare quantities -Sorts objects by a variety of criteria  
Shape and space (Spatial reasoning)-Talk about and explore 2D and 3D shapes, using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.

Number rhymes-Explores simple composition of number through rhymes e.g. 5 little frogs -2 frogs on the log, 3 in the pool-Knows and sings a selection of number rhymes

Number patterns-Extend and create simple AB patterns-Talks about and identifies patterns around them e.g. stripes on clothes, designs on rugs