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| Autumn 1 | <h1>Me and My Bear</h1> | Main focus of term | <ul style="list-style-type: none"> • Getting to know our friends • Learning to mix and socialise with others • Learning rules for school and the classroom to keep us safe and help us learn • Getting to know people who help us in the school community • Healthy food choices at school • Looking after our body (including teeth) • Past memories and new experiences of celebrations that arise (esp birthdays - focusing on age and ways of celebrating) • Name writing • Confidence with early phonic skills such as rhyme, alliteration and oral blending/segmenting before a quick progression into letter sound work. | Key Topic Language for term <i>New language is taught across all areas of the EYFS</i> | <ul style="list-style-type: none"> • Me • Ourselves • Friends • Share • Explore • Learn • School • Listen • Take turns • Rules • Same/different • Feeling • Senses | Core texts <ul style="list-style-type: none"> • Stories about starting school and making friends • When I was Little by Jamie Lee Curtis • Goldilocks and the Three Bears • Bears in the Night • Can't you sleep little bear? • I love you blue kangaroo • Postman Bear by J Donaldson • We're going on a Bear Hunt • One ted falls out of bed • The scarecrow wedding • Range of Nursery Rhymes |
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Below you can see an overview of some of the exciting things your child will learn about and experience **this term**, through the different curriculum areas. These skills and activities will be covered through a mix of adult led sessions and provocations left out for independent learning, exploration and play.

| Communication and Language | Personal Social and Emotional Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| <p>We will be learning to:</p> <ul style="list-style-type: none"> • Say and understand new vocabulary related to school, ourselves and new friends • Say social phrases such as 'good morning', 'good afternoon' etc • Engage in story times - <i>listening carefully as part of a group or class and talking about familiar books</i> • Listen and join in with rhymes and songs, paying attention to how they sound and having a go at actions • Listen carefully and follow instructions - <i>Time to tidy up, then sit in your carpet space!</i>  | <p>We will be learning to:</p> <ul style="list-style-type: none"> • Understand and follow our class rules - <i>We have kind hands We listen to our grown ups</i> • Name and talk about how we feel (eg, 'happy', 'sad', and 'angry' or 'worried'). • Get to know our new friends • Develop a sense of responsibility and teamwork by looking after our classroom and resources • Become part of the Fynamore school family • Independently look after our own care needs (eg, <i>going to the toilet, washing hands, etc</i>). • Dress and undress by ourselves (eg, <i>take off our coats and jumpers, put on our wellies</i>). • Ask for help when needed • Play, share and take turns with kindness • Choose healthy options at snack and lunch times. | <p>Gross Motor (PE and Outdoor play) <i>We will be learning to:</i></p> <ul style="list-style-type: none"> • Use outside equipment and resources safely and properly. • Practise different ways to move (<i>PE lessons, obstacle courses, lunchtime play</i>). • Develop our balancing and co-ordination skills. • Work as a team to carry and build with large items (<i>planks, crates, etc</i>). <p>Fine Motor <i>We will be learning to:</i></p> <ul style="list-style-type: none"> • Use scissors safely and properly with increasing control. • Use a knife and fork independently when eating our lunch. • Hold a pencil with our 'crocodile snap' fingers. • Develop our finger muscles when playing with playdough, tweezers, small objects. | <p>We will be learning to:</p> <p><i>Comprehension</i></p> <ul style="list-style-type: none"> • Listen to stories as part of a group or class - joining in with repetitive, well known stories. <p><i>Word Reading</i></p> <ul style="list-style-type: none"> • Develop our knowledge of the key concepts about print (pre-reading skills and a knowledge about books) • Identify a rhyming pair • Clap syllables in a word • Hear and say the sound at the beginning of words • Orally blend and segment CVC words <p><i>Writing</i></p> <ul style="list-style-type: none"> • Make playful marks on paper - giving meaning to the marks we make • Write some or all of our names • Form some letters accurately  | <p>We will be learning to:</p> <ul style="list-style-type: none"> • Match and sort objects • Understand what a 'matching set' is • Talk about different patterns and colours that we notice (<i>stripes, spots, etc</i>) • Describe a simple sequence of events (eg, <i>our school day, how to build a tower</i>) • Create simple repeating patterns in a range of ways • Understand and compare the size of different objects • Develop language when comparing size and capacity (<i>big, small, more, fewer, full, empty, taller, shorter, longer</i>)  | <p>We will be learning to:</p> <ul style="list-style-type: none"> • Use our senses to explore our surroundings • Collect natural materials with similar and/or different properties • Identify different parts of the school grounds • Talk about people who are familiar and special to us (<i>eg, people in our families</i>) • Talk about how we have changed since we were babies / at nursery • Recognise that people are different to us • Talk about how we may celebrate special times in different ways (eg, <i>birthdays</i>) • Notice the seasonal changes in the natural world around us as we play and on welly walks | <p>We will be learning to:</p> <p><i>Arts and Design</i></p> <ul style="list-style-type: none"> • Cut and stick to help us collage • Use the poster paints to paint freely • Mix powder paints into a paste • Explore colour mixing • Use the junk modelling resources to attach items • Look closely at ourselves to help us draw self portraits <p><i>Role-Play</i></p> <ul style="list-style-type: none"> • Explore the different small world toys in our classroom • Pretend a toy is talking to us or another toy • Develop simple stories using small world toys • Take part in simple pretend play (eg, home corner, etc). <p><i>Music</i></p> <ul style="list-style-type: none"> • Remember and sing existing and new nursery rhymes • Explore percussion instruments - making the sounds louder or quieter |

