

FS2 Term Autumn 1	What will I be learning about during this unit?	What new vocabulary will I learn during this unit of work?	Where will my learning go next?
Topic Themes	<p style="text-align: center;"><b><u>Marvellous Me</u></b>  The Fox Factor  Ruby  The Wild Bears  The Tiger Who Came to Tea  The Colour Monster  Winnie the Witch  Autumn Information Books and Poetry</p>		
Communication and Language	<p>Communication and language is at the heart of all that we do. Central to this is daily sharing of stories and rhymes and the development and enrichment of vocabulary both planned through topic work and spontaneously as we work and play together. Children can be at very different stages in their understanding and use of language and we aim to tailor our provision to meet their needs whatever their starting point through skilful modelling and scaffolding. This term our focus will be around</p> <ul style="list-style-type: none"> <li>Developing the skill of listening carefully</li> <li>Following instructions</li> <li>Answering “why” questions (as well as “who” “what” and “where”)</li> <li>Giving children the space to talk and listen and encouraging them to start conversations with their peers and adults and express their needs and feelings and use language as a powerful way of developing their play and interactions with others</li> <li>Rhymes and songs - Poetry</li> </ul>		<p>Extending conversations.  Listening in larger groups  Continuing to develop and use new vocabulary  Extending length of utterances  Protected Characterises – age  Pregnancy – siblings, Mum/parents having a baby.</p>

<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Building relationships</b> Getting to know other children and adults in school Including</p> <p><b>Managing self</b> Developing confidence in new situations Including Jigsaw Aut 1 Piece 6</p> <p><b>Self-Regulation</b> <b>Starting to talk about their feelings</b> Understanding of the rules and routines of school How am I feeling today? <b>Plan Do Review</b></p>	<p><b>Building relationships</b> Partner, <b>unique, friend,</b> turn taking, share, <b>kind, feelings,</b> happy, sad, angry <b>Managing Self</b> Proud, responsibility, care, listen</p> <p><b>Self-Regulation</b> Routine, emotions, tired, hungry, excited, kind hands, gentle, team work</p>	<p>Children will be able to work with a partner and have built peer relationships that will continue to Year 1.</p> <p>Children will develop strategies that will help them identify and manage their feelings.</p> <p><b>Protected Characteristics to be highlighted in pink</b> Pregnancy – siblings, Mum/parents having a baby. Feelings around a new sibling. Linked to EYFS PSHE Matters ‘Relationships’ ‘Exploring Emotions’</p>
	<p>Children choose activities in the classroom to help support independence, self-regulation and confidence.</p> <p>Children work with a partner and develop speaking and listening skills.</p> <p><b>R-time</b> rules and skills to be incorporated during our Plan Do Review partner work and during class time.</p>		
<p><b>Physical Development</b></p>	<p><b>Fine Motor Skills</b> Develop their small motor skills so that they can use a range of tools with increasing control through developing their skills using <b>Palmer Arches</b></p>	<p><b>Fine motor</b> tools, squash, squeeze, twist, pinch, flatten, roll, thread, weave</p>	

Loose parts play (e.g. pinecones, sticks, stones etc.), small world, scoops and bowls, threading, play dough

***Wrist Stability***

Writing on large pieces of paper, easels, chalk and chalk boards, white boards and pens, chalk on the playground.

***Thumb and Fingers for precision grasping***

Tweezers, peg board, threading and beads, weaving, play dough tools

**Gross motor skills**

PE – see PE curriculum overview- Fundamentals - Revise and refine the fundamental movement skills that they already have, developing their core muscle strength and overall body strength

Learning different action songs and games

Outdoor play in FS outdoor play area and on large playground. Continuous provision, climbing (climbing frame and trim trail), construction, imaginative and block play, transporting and using equipment safely Parachute games

***Daily/weekly Sessions to support Gross and Fine motor skills:***

Dough Disco

Physical literacy

Write Dance

**Gross Motor**

Balance, confidence, stack, build.

Run, jump, skip, dance hop.

<p><b>Literacy</b></p>	<p>Literacy sessions focusing on a topic related story. Stories are shared everyday so children are confident and know story well.</p> <p>Reading books matched to stage of phonological development. Wordless books with key vocabulary included on stars sent home at the start of the year to encourage language and communication development.</p> <p>Recap of L &amp; S phase 1 esp aspect 4 alliteration, aspect 3 rhyme, aspect 7 blending and segmenting and conventions of print and writing</p> <p>RWI set 1 sounds and Fred Talk</p> <p>Mark making for a purpose beginning to use phonic knowledge, this is reiterated during literacy follow up sessions.</p> <p>Writing name – correct formation</p>	<p>sound rhyme read write page word</p>	<p><b>Protected</b> Characteristics to be highlighted in pink The Tiger Who Came to Tea – family dynamics</p>
<p><b>Maths</b></p>	<p>White Rose scheme – term 1</p> <ul style="list-style-type: none"> <li>• Match, sort and compare</li> <li>• Talk about measure and patterns</li> <li>• It's me 1, 2, 3</li> </ul>	<p>Match, same different sort, belong</p>	

<p><b>Understanding the World</b></p>	<p><b>People and communities/Past and present</b>          Getting to know you and your family. Familiar adults in school and their role          Talk about immediate family and community People who are familiar Share photos of families</p> <p><b>Natural World</b>          Autumn          Explore natural world around them          Effects of changing seasons          Describe immediate environment Including school grounds and the park Use all senses to explore when outside in play area and wider school grounds/park.          Explore and learn about autumn animals through stories, videos and pictures          Explore the natural environment within the school and local environment.</p>	<p>Family, community, jobs (names of jobs in school) playground, hall, garden, field, trim trail, entrance, route</p> <p>summer, autumn, season, change          smell touch feel see hear</p>	<p><b>Protected Characteristics highlighted in pink RE F5 Where do we belong?</b></p>
<p><b>Creative Development</b></p>	<p>Use a variety of materials and techniques to express ideas &amp; feelings          Developing skills of working collaboratively self-portraits, painting people in family or other familiar adults, creating pieces linked to class identity.          Autumn art work – printing, painting using autumn leaves and natural resources to make transient art and other pieces such as leaf necklaces, leaf printing and leaf rubbing Music - playing instruments – starting and stopping, naming instruments, singing familiar songs as a group and performing as individuals          Develop storylines in pretend play – small world, role play, stage and outdoor provision</p>	<p>colour, line, paint, paper, brush, pencil, pastel, charcoal, chalk, crayon, collage, glue, cut, stick, draw, print, make, clay, pattern, thick, thin, texture, shape, form, tone,</p>	

Enrichment

Teddy tea party

Protected Characteristics to be highlighted in pink throughout.