

### As individuals and friends, we will...

- Develop friendships with other children.
- Learn to use the toilet with help, and then independently.
- Develop their sense of responsibility and membership of a community.
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

### As communicators, we will...

- Generally, focus on an activity of their own choice.
- Listen to other people's talk.
- Start to say how they are feeling, using words as well as actions.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

### As healthy movers, we will...

- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Explore different materials and tools.
- Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.



## This term our topic is All About Me!

### As readers and writers, we will...

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.

### As mathematicians, we will...

- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.
- Make comparisons between objects relating to size, length, weight and capacity.

### As explorers and investigators,

#### we will...

- Make connections between the features of their family and other families.
- Notice differences between people.
- Use all their senses in hands-on exploration of natural materials.
- Begin to make sense of their own life-story and family's history.

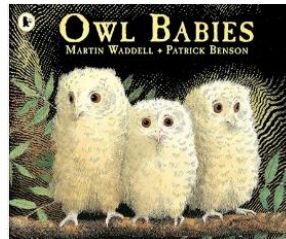
### As artists, actors and musicians,

#### we will...

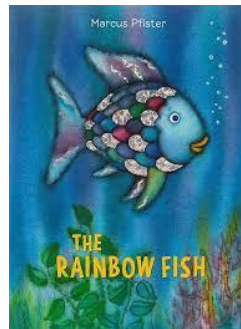
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colour-mixing.

This term our focus stories are based around families and starting school and we have three focus stories:

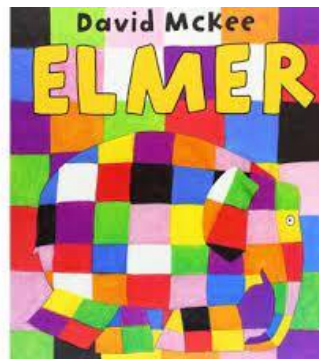
Owl Babies



The Rainbow Fish



Elmer.

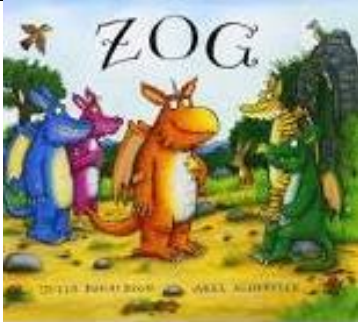


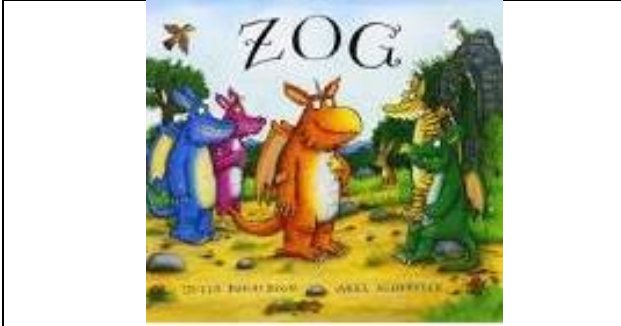
## Key Vocabulary for the topic- All About Me!

(Taken from Word Aware)

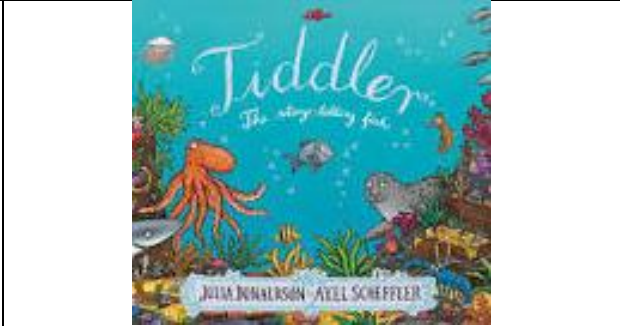
|                   | Anchor words                                                                                                                                          | Goldilocks words ('Not too easy and not too hard, but just right).                                                  | <u>Step on words</u>                                                                                          |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                   | Children have a thorough understanding of these words.<br>Everyday spoken language for a child of this age<br>Used at home and in daily interactions. | Really useful words<br>Likely to be encountered again.<br>Words that are very topic-specific but core to the topic. | Less likely to be encountered again.<br>Words that are particularly topic-specific and not core to the topic. |
| <b>Nouns</b>      | Mum<br>Dad<br>baby<br>family<br>grandad<br>parents<br>sister<br>brother<br>cousins<br>granny/nan<br>uncle<br>aunt                                     | son<br>daughter<br>niece<br>nephew<br>grandchild<br>celebration                                                     | relatives<br>relationship<br>descendants                                                                      |
| <b>Verbs</b>      | cuddle<br>love<br>visit                                                                                                                               | caring                                                                                                              | developing                                                                                                    |
| <b>Adjectives</b> | nice<br>happy<br>cross<br>sad                                                                                                                         | alike<br>astonished<br>worried<br>excited<br>surprised<br>embarrassed<br>confused<br>nervous                        | Similar<br>perplexed<br>crazed<br>bemused                                                                     |

| <u>Reception – Autumn 1 – Stories from Our Favourite Authors</u>                                                                                                                                                                                                                                              |                                                                                    |                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>This half term we will be enjoying stories from the Author Julia Donaldson. Every day in Nursery, we enjoy story time together at the end of the session. Children need to have a story read to them multiple times to really understand the story and to be able to retell key characters and events.</p> |                                                                                    |                                                                                     |
|                                                                                                                                                                                                                              |  |  |
| <p>Title: Zog!</p> <p>Author: Julia Donaldson</p>                                                                                                                                                                                                                                                             | <p>Title: Tiddler</p> <p>Author: Julia Donaldson</p>                               | <p>Title: What the Ladybird Heard</p> <p>Author: Julia Donaldson</p>                |

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