

Autumn 1 All about me								
Theme	Week 1 2/9/24 (2 inset days and transition)	Week 2 9/9/24	Week 3 16/9/24	Week 4 23/9/24	Week 5 30/9/24	Week 6 7/10/23	Week 7 14/10/23	Week 8 21/10/23
	Exploration/Transition Can you make a new friend?	How would you describe yourself?	How would you describe your family?	Can you name and describe different feelings?	Where do you belong? (Home and school)	What is special to me? (Special objects and Christianity and Islam introduction)	What is Harvest? (Autumn – seasonal changes)	How do you make different colours?
<b>EYFS Framework</b>	Form positive attachments to adults and friendships with peers	Continue developing positive attitudes about the differences between people.	Talk about members of their immediate family and community.  Name and describe people who are familiar to them.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;	Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Understand that some places are special to members of their community.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Explore the natural world around them.  Understand the effect of changing seasons on the natural world around them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
<b>Subject links</b>	PSED	Science/history/CAL	UTW/history/PSED	PSHE/CAL	RE/PSHE RE unit F.1 Where do I live and what is special to me?	Science/RE	EAD (Art)/ PD	
<b>Key Texts</b>	New school text. - Billy and the big New School. Harry and the bucketful of dinosaurs go to school.	Elmer	Elmer	Colour monster <i>Colour monster goes to school</i>	<i>Harry's home</i> Friendship book – All about Friends	Dogger Friendship book - All about Friends	A stroll through seasons	Mix it up White rabbits colour book Mouse paint
<b>Knowledge/UTW (what do we want the children to know, learn and remember?)</b>	I know I can greet someone by saying hello. I know I can go to someone and ask; can I play? I know how to find resources in the classroom. I know I should stop and listen when an adult shakes the tambourine. I know that I tidy up the resources and put the same things together.	I know my body is made of different parts. I know that people all look different. I know we change over time. (baby, toddler, child, teenager, adult, elderly person.)	I know that a family is a group of people who live together. I know that some family members live in a different home. I know that all families are different. I know my parents were born before me.	I know that we all have different feelings at different times. I know the names of feelings: Angry Fear Calm worried I know that it is ok to experience different feelings.  <b>Computing</b> I know that a device has a screen.	I know that we belong to different groups including family, school and community groups.  I know that I belong to Bramhope school.  I know that in school I belong to my reception class and a house group.  <b>Computing</b> I know that I should ask an adult before I use a device.	I know that people have objects that are special to them.  I know that I should show respect for other people's special object.  I know the Bible and the cross are special to Christians.  I know the Quran is special to Muslims.  <b>Computing</b> I know that I should ask an adult before I use a device.	I know that harvest is celebrated in autumn.  I know that harvest is the process of gathering a ripe crop from the fields.  I know that Christians celebrate harvest.  <b>Computing</b> I know that I can find out information on a tablet and a computer.	I know the primary colours are blue, yellow and red.  I know if you mix 2 colours together to make a secondary colour.  I know that autumn colours are red, yellow, orange and brown.  <b>Computing</b> I know that I can find out information on a tablet and a computer.
<b>Key vocabulary</b>	Stop, look, listen The same matching Magnet eyes Team stop My turn your turn	Describe – give details Hair colour; eye, skin Baby –newly born child Toddler- A young child who is just beginning to walk.	Sibling – brother or sister Mother mum mummy Father dad daddy Grandparents	Confused- difficult to understand Angry – having a strong feeling to someone who has behaved badly. Fear – to be afraid of something	Home Family School Community  Belong – being part of something e.g. group	Community Special Special books – Bible, Quran Holy Christians Muslims	Harvest Crop Ripe Christians Christianity Autumn Observe	Primary colours - blue, yellow and red. Secondary colours – a colour made from two primary colours Colour mixing Pipette

		Teenager – A person between 13 and 20. Child – anyone under 18 Adult – a person aged over 18 years old Different – not the same as another or each other. Similar – Having some things that are the same.	Grandma and Grandad	Calm - relaxed Worried – troubled about a possible or actual problem.	Community- a group with shared interests House groups – a group working together			
<b>Behaviour focus - reward children making the right choices</b>	Talk about Routines- Go through rules in school. Start with we all sit on the carpet together and put up our hands up to talk. <b>Children create and understand the class rules.</b> <b>Children follow the rules with support.</b>	Behaviour focus: No running and shouting in the classroom Walk around the classroom and use an indoor voice.  <b>Children describe themselves in positive terms</b>	Behaviour focus: Line up and walk silently down the corridor for lunch.  <b>Children can say who is in their family.</b>	Behaviour focus: Everyone to tidy up. Team to check areas. Ask 3 friends if you need help. <b>Children know that there are different ways that people can feel.</b> <b>Children know that emotions can be expressed on people's faces.</b>	Behaviour focus: Be quiet in the toilets and line up outside if they are busy.  <b>Children wash their hands before eating.</b> <b>Children wash their hands after going to the toilet</b>	Behaviour focus - Be quiet by the lockers and put things away quickly and sensibly  <b>Children respect the routines and traditions of other children</b>	Behaviour focus -Come to the carpet quickly and quietly  <b>Children recognise when they need adult help.</b> <b>Children start to follow our class rules</b>	Behaviour focus -Sit at a table activity in the morning  <b>Children choose their own equipment that is necessary to complete a task.</b>
<b>Computing</b>				<b>What is a device?</b> Tablet, phone, laptop, computer, games console	<b>Who has a device at home?</b> Which devices do you play on? Do you have rules about going on the device?	<b>Why do you think you have rules at home and at school about devices?</b>	<b>How can we find out information?</b> We use the class computer to find out information. We have iPad to support our learning in school. They can be used to look at images to support junk modelling. Explain rules for iPad in school.	<b>How can we find out information?</b> We can do a search on the computer to find out information. Show the children some examples of how we can find out information.
<b>Belong Diversity text</b>		So much	Love makes a family	Pablo's feelings	Two homes	Golden Domes and silver lanterns.	How are you feeling today?	Mixed a colourful story
<b>Art progression</b>	Realising that tools can be used for a purpose; Using simple tools and techniques competently and appropriately;• Selecting appropriate brush for a given purpose;• Exploring what happens when they mix colours;• Experimenting with different textures.							
<b>Rhyme/poem</b>	Wind the bobbin up	Head, shoulders, knees and toes	Rockabye Baby	If you're happy and you know it	This old man	Hickory Dickory Dock	<b>One man went to mow</b>	I can sing a rainbow
<b>Maths</b>	What can you see and how do you see it? Using a variety of resources encourage chn to look carefully at what they see and verbalise what they notice.	NCETM wk 1 subitising	NCETM wk 2 counting, Cardinality and ordinality	NCETM wk3 Composition	NCETM wk 4 subitising  WRM match, sort and compare	NCETM wk 5 comparison  WRM match, sort and compare	NCETM wk6 Counting, ordinality and cardinality WRM - Talk about measure and patterns	NCETM Wk 7 comparisons  WRM Talk about measure and patterns
<b>Phonics</b>		Listening activities	Start the Read Write Inc phonics programme					