



Phonics/Literacy

Phonics: Phase 1

Throughout the Autumn term, we will be primarily focusing on aspects 1-4 of phase 1 phonics. The first four aspects consist of;

Aspect 1 – Environmental Sound Discrimination

Aspect 2 – Instrumental Sound Discrimination

Aspect 3 – Body Percussion Sound Discrimination

Aspect 4 – Rhythm and Rhyme

The purpose of these different aspects is to develop students' language abilities in the following ways:

- Learning to listen attentively
- Enlarging their vocabulary
- Speaking confidently to adults and other children
- Discriminating between different phonemes
- Reproducing audibly the phonemes they hear

Mark Making

Children can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.

Children can start to add marks to pictures, giving meaning to them and begin to make marks to show their name.

Reading

Children will enjoy sharing books with adults and begin to repeat words and phrases from familiar stories.

Our Theme/Core Text- Festivals

'Knowing Me, Knowing You!'

Friends by Kim Lewis

Let's Get Talking by DK Publishing

You Choose Story by Nick Sharrott

The Natural World

Humans

Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family's history.

Understand the key features of the life cycle of a plant and an animal.

Seasonal changes

Understand the effect of changing seasons on the natural world around them.

People, Cultures & Communities

Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experience.

Knows some of the ways they are unique and can talk about them.



Personal, Social & Emotional Development

Recognise that we are unique, describe different feelings and use this skill to manage relationships and understand that some families are different from theirs, but these families also love and care for one another.

RE

Myself – Domestic Church and Family

Prior learning: children will have experience of being part of a family

This Topic: learning outcomes

Know and understand:

- The importance of my name – **Explore**

- God knows and loves me and each one by name – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

Maths

Comparison: More than, fewer than, same

Shape, Space & Measure: Explore and build with shapes and objects

Pattern: Explore repeats

Counting: Hear & say number names

Physical Development

Gross Motor:

Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.

Fine motor:

May be beginning to show preference for dominant hand and/or leg/foot.

Communication & Language

Listening

Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.

Attention

Pays attention to own choice of activity. May move quickly from activity to activity.

Understanding

Knows and understands simple words and phrases in context.

Speaking

Beginning to tell you about things they have said or done.

Expressive Arts & Design

Mark-making and Sculpture

Skill Focus: Mark Making/Line and Circle Work

Artist: Hanoch Piven

Focus Vocab: wavy, long, short, thick, thin, pattern, hard, soft.

Model, sculpture, join, materials.