

Class R Autumn 1 Curriculum Outline - Marvellous ME!

Outlined are the main topics that we will be learning about this Term. The learning intentions are taken from our school curriculum, working towards the Foundation Stage Early Learning Goals.

Literacy

This term in Literacy, we will begin by reading *The Colour Monster* and *Fill a Bucket*. These books will provide rich opportunities for discussion and learning about feelings, supporting one another, and establishing our own class rules. Next, we will explore the themes of Autumn and Harvest through a selection of non-fiction texts and the story of *The Little Red Hen*. Finally, we will focus on the topic of *Ourselves*, using a variety of fiction and non-fiction books, including *Elmer* and *Maisy's Birthday*.

We will also begin our ELS phonics scheme, concentrating on single letter sounds. We will focus on correct letter formation and accurate pronunciation. In writing, our main goals will be learning to write our names and identifying and writing the initial sounds in words.

Our key objectives will be:

- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.
- Listen to and engage in extended conversations about stories, learning new vocabulary.
- Write their name.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.
- Read a few common exception words: I, the, to, no, go, is, put, of
- Form lower-case letters correctly.

Mathematics

We will be following the Maths No Problem scheme. Our key objectives for Maths will be to cover:

Number and Pattern

- Numerical patterns - compare quantities up to 5 in different contexts.
- Explore and represent patterns within numbers up to 5.
- Number: have a deep understanding of numbers to 5.
- Subitising numbers to 5.

Shape, space and measure

- Provide rich opportunities for children to develop spatial reasoning skills across all areas of mathematics including shape, space and measure.

Communication and Language

We will be using our daily carpet and circle times to communicate with each other. Our key objectives will be:

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts.
- Understand 'why' questions.
- Sing a large repertoire of songs and nursery rhymes.
- Use longer sentences.

Expressive Art and Design

This term in Art, we will be using *The Colour Monster* and *Elmer* as inspiration to explore the theme of colour. We will also be creating seasonal artwork linked to Autumn, using natural objects found in our environment. We will experiment with a variety of media to create images of the human body and design expressive faces using our loose parts collection.

Our key objectives will be:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Join different materials and explore different textures.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Remember and sing entire songs.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

Understanding the World

We will be learning about ourselves. We will explore the human body, talk about our senses, and discover how they help us experience the world around us.

We will also learn about the changing seasons, focusing on Autumn and the celebration of Harvest. Through observation and discussion, we will explore the natural changes that occur at this time of year and how they affect our environment.

Our key objectives will be:

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations
- 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.
- Understand the effect of changing seasons on the natural world around them.

PSHE

We will begin the term by reading a selection of books that support children with starting school and understanding their feelings. We will read *The Colour Monster* to explore emotions and introduce the Zones of Regulation. We will also read *Fill a Bucket* to help us discuss rules, behaviour, and how we can be kind and respectful to others.

To build strong relationships with our peers and the adults in our classroom, we will sing songs and play a variety of name games that encourage connection and a sense of belonging.

Our key objectives will be:

- Select and use activities and resources, with help when needed.
- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations.
- Remember rules without needing an adult to remind them.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand how others might be feeling.

Physical Education

To support the development of children's gross motor skills, we will be following the *Activate 5* scheme and making full use of our outdoor and Forest School areas. Each day, children will take part in *Finger Gym* activities and *Dough Disco* sessions to strengthen the muscles in their fingers and hands. Once our PE sessions begin, we will follow the *Write Dance* programme, which combines movement and music to support physical coordination and early writing skills.

Our key objectives will be:

- Use large-muscle movements.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes
- Use one-handed tools and equipment.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed.