

Personal, Social and Emotional Education  
 Learning Intentions:  
 Being me in my world  
 I can help others to feel welcome.  
 I can begin to recognise and manage my own feelings.  
 I understand why it is good to have kind and gentle hands.  
 I am beginning to understand what responsible means.  
 Learning experiences:  
 • Circle times - stories, songs, puppet play, role play, games

Maths  
 Learning Intentions:  
 Match, sort and compare  
 I can match and sort objects.  
 I can sort objects.  
 I can compare amounts.  
 Talk about measure and patterns  
 I can compare size, mass and capacity.  
 I can explore simple patterns.

Learning experiences:  
 • Daily maths – counting children in the line, counting how many children are having school lunches, number rhymes,  
 • Maths in play – counting, comparing, measuring  
 • Painting and printing patterns  
 • Water and sand play  
 • Comparing the length of our hands and feet  
 • Singing ‘in and out the dusty bluebells’

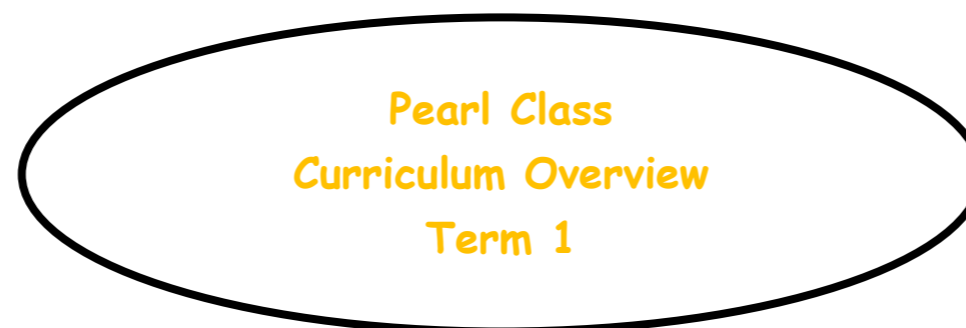
Core Texts  
 The Colour Monster by Anna Llenas,  
 The Jolly Postman and Other People's Letters by Allan Ahlberg, A Superhero Like Me By Dr.Ranj and Leaf Man by Lois Ehlert

Communication and Language  
 Learning Intentions:  
 I understand how to listen carefully and why listening is important.  
 I can engage in story times.  
 I can listen attentively and respond to what I hear with relevant questions, comments and actions.  
 Learning experiences:  
 • Classroom listening routines – carpet time, group activities and games  
 • Sharing pictures about themselves, their family and home  
 • Encouraged and supported to talk to friends in play  
 • Joining in with stories, rhymes and phonic games  
 • Topic time – extending vocabulary through stories, activities and games

Understanding of the World  
 Learning Intentions:  
 I can describe my environment.  
 I am beginning to understand that some places are special to members of the community.  
 I can explore the natural world around me.  
 I can talk about members of my immediate family and community.  
 I can name and describe people who are familiar to me.  
 Learning experiences:  
 • Talking about ourselves and our family with our new friends.  
 • Enjoying stories about different families.  
 • A visit from the fire service!  
 • People who help us role play- a vet, hospital and fire station.  
 • Autumn walks on the rec and into the village.  
 • Collecting early autumn treasures and drawing them.

Literacy: Comprehension, word reading and writing  
 This term's phonic sounds:  
 s a t p i n m d g o c k ck e u r h b f l  
 This term's tricky words: is I the  
 I can recognise initial sound.  
 I am beginning to orally blend.  
 I can read some CVC words.  
 I can recite known stories.  
 I can listen to stories with attention and recall.  
 I can recognise my name.  
 I can write my name.  
 I am beginning to write CVC words.  
 Learning experiences:  
 • Daily whole class phonic sessions linked to phase 2 of 'Little Wandle Letters and Sounds Revised' programme  
 • Group phonic games and individual reading  
 • Story times  
 • Developing mark making through guided activities  
 • Reading name and writing name with correct letter formation

# Marvellous Me!



## Physical Development

Learning Intentions:  
 I can follow instructions and practise safely.  
 I can work on simple tasks by myself.  
 I enjoy working on simple tasks with help.  
 I can learn the skills I need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.  
 I can use bikes and trikes safely.  
 I can use a range of tools to make marks.  
 Learning experiences:  
 • Mark making in different ways – chinks, paint brushes and water, pens, crayons  
 • Name writing and pencil control practice  
 • Develop independence in self-care  
 • PE: Coordination and balance  
 • Exploring the bikes and trikes



## Expressive Arts and Design Learning Intentions:

I can explore different sounds.  
 I can build up a repertoire of songs.  
 I can play alongside my friends engaging in imaginative role play.  
 I can use different materials to express my feelings.  
 I can cut using scissors.  
 I can explore and investigate the tools and materials in the junk modelling area.  
 I can attach different materials together when junk modelling.

## Learning experiences:

- Creating modelling using junk
- An introduction to the 'Creative Area'- paint, crayons, pens, chalk, stencils and stamps
- Role play – home corner/ people who help us dressing up
- Music – Charanga – Me! Exploring pulse, rhythm, pitch through games