

**Class:** Badger

**Theme:** Ourselves

**Question:** Who am I?



**Experience:**

- School!
- Visit from Baley the Barn own from the Barn Owl Trust

**Audience:**

- Making a class video—visit planet earth
- Retelling a poem to be filmed and placed on Class Dojo Story



**English skills:**

**Phonics**

- Read Write Inc. Set 1 sounds
- Use phonetic knowledge to decode regular words accurately.

**Reading**

- Read individual letters by saying the sounds for them
- Hears and says the initial sounds in a word .

**Writing**

- Write some letters accurately
- Begins to break the flow of speech into words.
- Hears, says and attempts to write the initial sounds in a word.



## Autumn 1 Ourselves, Owls and English Woodland Creatures



**Vocabulary:**

**Ourselves:** head, hair, lips, eyes, nose, ears, legs, arms, body, neck, hands feet, tongue, family, relative names.

**English Woodland animals**— English woodland creature words.

**Autumn,** - season, cooler, orange, brown, conkers, leaves, falling, acorns. harvest.

**Understanding the World**

**Past and Present (History)**

- Look at how we have changed from babies until now.
- Talk about our family members and family history

**People, Culture and Communities (Geography)**

- Knowing about their local and immediate environment the street they live in and where we live
- Harvest festival
- People who help us

**The Natural World (Science)**

- Seasonal changes— autumn— Understand the effect of changing seasons on the natural world around them.
- English Woodland Creatures—Recognise some environments that are different to the one in which they live.
- Human Body—the five senses

**Maths skills:**

**Counting**

- Count objects, actions, and sounds up to 5
- rote count 1 to 10
- 1:1 correspondence to 5
- Recognise numbers 1-5
- Order numbers 1-5

**Cardinality**

- Counting accurately objects to 5
- Matching right numeral to right amount 1-5
- Order dotted numbers up to 5
- Represent amounts using symbols and marks. 1-5
- Represent amounts using numerals. 1-5

**Composition**

- Explore the composition of numbers to 5
- Odd and even 1-5

**Subitising**

- Up to 5
- Using 5 Frames

**Books:**

- Owl Babies
- Here We Are
- Funny Bones



**Communication and Language Skills:**

**Listening and Attention:**

- Maintains attention, concentrates and sits quietly during appropriate activity.

**Understanding:**

- Responds to instructions involving two part sequences.

**Speaking:** Extends vocab, exploring meaning and sounds

**Physical Development:**

**Real PE—PE Skills—**  
Personal—Coordination and static Balance

**Gross Motor Skills**

- Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing
- Jumps off objects and lands appropriately
- Negotiates space successfully when playing games adjusting speed and direction

**Fine Motor Skills**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.



**Personal, Social and Emotional Development:**

**Self Regulation**

- Select and use activities and resources which help when needed.
- See themselves as a valuable individual

**Managing Self**

- Be increasingly independent in meeting their own needs—using toilet, washing and drying hands.
- Manage own needs—personal Hygiene

**Building Relationships**

- Play with one or more other children , extending, elaborating play ideas.
- Build constructive and respectful relationships

**RSHE—SCARF—Unit 1 Me and My Relationships**



**Half Term Author**  
Kes Gray

**RE:**  
Somerset AMV—Special Me - Who are we?  
Festivals

- Harvest
- Divali

**School Christian Value:**  
Respect



**Expressive Arts and Design:**  
*Creating with materials—Explore, use and refine a variety of artistic effects to express their ideas and feelings.*

- Drawing – self-portrait, our families
- Painting – colours, mixing colours
- Collage – making skeletons
- Printing—Creating different marks/textures by printing to create specific effects—grass, water, snow, mud and trees

**Being Imaginative and Expressive**

- Listen attentively, move to and talk about music, expressing their feelings and responses

**Music**

- Charanga— Me!
- Sing Up— I've Got A Grumpy Face

