

## Prime Area: Personal, Social and Emotional Development (PSED)

New beginnings, new routines, new friendships

### Self-Regulation: My Feelings

\*to identify feelings

\*to identify and express my feelings

\*to explore coping strategies to help regulate emotions. Considering the reasons behind our emotions

\*to explore different adjectives to describe our feelings

\*to explore facial expressions and the feelings they can represent

\*moderating our feelings

## Specific Area: Understanding the World (UW)

1/9/25-Welcome to Weston-new routines, our environment, making new friends.

8/9/25-Who am I? All about me, physical and non-physical features, self portraits

15/9/25-Who are my family? Immediate family, extended family, special people and pets

22/9/25-Who helps us? At school, at home, in our community

29/9/25- How do we keep our bodies healthy? Exercise, healthy eating, hygiene

6/10/25- What does it mean to harvest? All about harvest, stories, collecting food, assembly

13/10/25-How am I a superhero? My strengths and superpowers, what makes me me...

20/10/24-Where do I live?/Diwali-houses,

## Prime Area: Communication and Language (CL)

### Welcome to EYFS

- Settling in activities and meeting new friends.
- Children to talk about experiences that are familiar to them.
- What are your passions / goals / dreams?
  - Rhyming and alliteration tasks.
  - Sharing facts about me!
- Mood Monsters and sharing the emotion check in board.
- Sharing a range of stories.
- Modelling routines throughout the day, for example, arriving in school: "Good morning, how are you?"
- Introducing circle time activities.

Autumn One-Me and My World!



## Specific Area: Expressive Arts and Design (EAD)

### Creating with Materials-

\**Marvellous Marks*-exploring mark making and self-portraits. Artist Focus-Vincent Van Gogh

\**Design Element*-Houses and Homes-Junk Modelling based on The Three Little Pigs.

### Being Imaginative and Expressive-

Role Play-home corner, puppets, thematic role play, small world, story telling

*Sparkyard-My Musical Classroom*-exploring voices and sounds

## Prime Area: Physical Development (PD)

### Gross Motor: PE PASSPORT-Fundamental Movement Skills 1

**Fine Motor:** Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp.

## Specific Area: Literacy

**Phonics-** Read Write Inc Set 1-Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily.

**Reading-** Listening to Stories, rhymes and joining in with repeated refrains. Recognising initial sounds in words and sequencing stories. Recognising text carries a meaning. Observing text in our environment.

**Writing-**Ongoing mark making opportunities within provision, name writing, pencil control, hand dominance. Through Drawing Club the children will explore the magic of stories and transfer their thinking into drawings and meaningful marks/key words. Mark making in line with phonic knowledge.

## Specific Area: Mathematics (M)

**Number:**\*Have a deep understanding of numbers up to 10 \*composition of number \*Subitising \*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.

**Numerical Patterns:** \*Matching, sorting, ordering, patterns \*Compare quantities in different contexts. \*Explore and represent patterns within numbers up to 10. \*Comparing numbers, comparing groups

**Shape Space and Measure:** \*Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. \*2d shapes-identifying \*time-day and night, daily events, days of the week and birthdays\*height and length\*positional language.