

Autumn 1 – Ourselves

To begin the school year, our children will be learning all about ‘ourselves’. For Nursery and children new to Reception, this is the first topic they will explore at our school. This topic gives children the opportunity to make discoveries about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. As comparisons are made, children will talk positively about different appearances and will develop positive attitudes about the differences between people. This will be reinforced throughout the year when celebrating and valuing a variety of cultural and religious events and celebrations.

At the beginning of the year, the children will spend a lot of time settling into their new environment and getting to know their new friends and teachers. During the first two weeks, the children will learn all about our school’s house saints, our school prayers, our school mission statement and values, our rights and responsibilities and our school golden rules. Also in the Early Years, children will be introduced to our curriculum ambitions, as well as told all about our class prayer bear which they will take home, as well as their worry bear which can be used throughout the year if they are worried about anything.

As the children move from Nursery to Reception, they will be using and developing their knowledge of their personal history and understanding of themselves to make further comparisons. The children learn about their body parts, including the important role of the heart, brain and lungs, and learn how to look after their bodies and keep them healthy.

Our priority for the first half term of school is to support the children in seeing themselves as valuable individuals, who can build respectful relationships and appreciate what makes us unique.

Alongside this topic, we celebrate Harvest festival, National Poetry Day and all children across the school in the St Teresa House will have an assembly and celebration. We also explore the signs of Autumn and create natural transient artwork in the style of James Brunt and Andy Goldsworthy.

Development Matters Statements		
Area of Learning	Skills and Knowledge	
	Nursery	Reception
<p>Personal, social and emotional development</p> <p>To become an Independent Individual and a Fantastic Friend, our children will...</p>	<ul style="list-style-type: none"> • Separate from their adult. • Talk about our 5 school values – Faith, Respect, Determination, Unity and Friendship. • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Learn our school rules. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> • Understand our 5 school values – Faith, Respect, Determination, Unity and Friendship. • Understand how we can be each of our values and demonstrate this. • Understand and follow our school rules. • See themselves as a valuable individual. • Know that we are all unique and what this means. • Build constructive and respectful relationships. • Broaden their vocabulary of feelings and emotions. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge. • Think about the perspectives of others. • Celebrate their own and other children’s learning.
<p>Communication and Language</p> <p>To become a Confident Communicator, our children will...</p>	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand ‘why’ questions • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Speak in clear sentences to explain the special items in their talking bags. • Ask questions to find out more and to check they understand what has been said to them. • Learn new vocabulary associated with ‘Ourselves’, e.g. feelings, body parts, bones, facial features. • Learn new vocabulary associated with Autumn and Harvest. • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Build descriptive vocabulary using the five senses.

<p>Physical Development</p> <p>To become an Amazing Athlete and a Talented Tool User, our children will...</p>	<ul style="list-style-type: none"> ● Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ● Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly ● Make healthy choices about food, drink, activity and tooth brushing. Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> ● Know and talk about the different factors that support their overall health and wellbeing. ● Know that dairy foods are good for teeth and bones. ● Understand which foods must be eaten in moderation. ● Know that fruit and veg keep us healthy. ● Understand the importance of brushing teeth, drinking water, getting plenty of exercise and enough sleep. ● Further develop the skills they need to manage the school day successfully ● Learn to undress and dress for P.E. with some support.
<p>Literacy</p> <p>To become a Brilliant Bookworm and a Wow Writer, our children will...</p>	<ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Begin to write some or all of their name. 	<ul style="list-style-type: none"> ● Demonstrate an understanding of rhyme and alliteration. ● Orally blend and segment CVC words. ● 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 some letter groups that each represent one sound and say sounds for them. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Learn what a label is and record initial sound in words to write their own labels. ● Learn how to write a list by representing the sounds they hear in their independent writing. ● Learn what a speech bubble is. ● Write their own speech bubble by representing the sounds they hear in their independent writing. ● Verbally retell a familiar story. <p>Genres - Lists, labels and speech bubbles</p>
<p>Mathematics</p> <p>To become a Master of Maths, our children will...</p>	<ul style="list-style-type: none"> ● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ● Recite numbers past 5. ● Say one number for each item in order: 1,2,3,4,5. ● To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise 1-3 with confidence. ● Compare numbers. ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. ● Count out a given number of objects from a larger group (up to 10). ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills ● Continue, copy and create repeating patterns.

	<ul style="list-style-type: none"> ● Show 'finger numbers' up to 5. ● Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ● Describe a familiar route. ● Make comparisons between objects relating to size, length, weight and capacity. ● Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. ● Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. ● Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> ● Compare the height of each other using comparative language. ● Compare the length of bones using comparative language. ● Compare the weight of fruit and veg using comparative language.
<p>Understanding of the World</p> <p>To become an Exceptional Explorer and Compassionate Citizen, our children will...</p>	<ul style="list-style-type: none"> ● Begin to make sense of their own life-story and family's history. ● Continue developing positive attitudes about the differences between people. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. ● Know where they live and some features of our local environment. 	<ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ● Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. ● Recognise that people have different beliefs and celebrate special times in different ways (Recognise the importance of faith in their own personal lives). ● Recognise differences and similarities between themselves and others. ● Name external body parts. ● Name some organs, including lungs, heart and brain. ● Explain why we need a brain, lungs and heart. ● Understand why we have bones. ● Name some of the bones in our body. ● Know what the five senses are. ● Explore objects using all five senses. ● Explore the natural world around them, recognising and naming some of the signs of Autumn.

Expressive arts and design

To become a **Proud Performer** and **Dynamic Designer**, our children will...

- 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 etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Respond to what they have heard, expressing their thoughts and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Explore colour mixing.
- Create a self-portrait – observational painting.
- Create nature sculptures in the style of Andy Goldsworthy.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Listen to a range of musical genres.
- Follow a rhythm/beat using body percussion/percussion instruments.
- Name some musical instruments and identify them in music.
- Develop storylines in their pretend play.
- Learn to sing some Harvest songs to perform in front of an audience.

Topic Based Vocabulary

Feelings	Appearance	Family	Changes	Body
Happy, sad, angry, excited, worried, lonely, shy, surprised, pleased, embarrassed, proud, curious, astonished, nervous, anxious	Eyes, ears, nose, mouth, chin, cheeks, forehead, hair, nostrils, lips, skin, eyebrows, eyelashes, freckles, dimples, straight, curly, wavy, long short, bald, dark, light, blonde, brown, ginger, black, unique	Mother, Father, Mum, Dad, Mummy, Daddy, sister, brother, step-sister, step-brother, blended family, grandma, nana, granny, gran, grandpa, grandad, gramps, cousin, auntie, uncle.	Baby, toddler, child, teenager, adult, older, younger, past, now, present, change, similar, different	Head, arms, legs, feet, toes, hands, fingers, thumbs, knees, shoulders, elbows, hips, stomach, neck, back, ankle, wrist, bottom, chest, lungs, heart, brain, bones, blood, muscles, skin, skeleton, skull, blood cells, spine, skull, jaw, collar bone, ribcage, pelvis

Core Knowledge

Nursery	Reception
I can talk about some of our school values.	I can name and talk about most of our school values.
I can use the words happy, sad, worried and angry to describe feelings.	I can use the words excited, calm and nervous to describe my feelings and say how I can handle these feelings.
I know babies grow into adults and can name some changes that take place.	I know what unique means and can say what makes me unique.
I know where I live and who lives with me.	I know that I have bones, blood and some organs inside my body such as heart, lungs and brain.
I can say what makes me similar to a friend and what makes us different.	I know how to keep my teeth and bones strong.
I know that brushing my teeth keeps them healthy.	I know different ways to keep my body healthy including a balanced diet, drinking water, sleep, exercise and good hygiene.
I know my eyes are for looking and my ears are for listening.	I can talk about some of my senses.
I can name my basic body parts, e.g. head, legs, arms, back, fingers, toes.	I know that the past has already happened and the present is right now.
I can talk about events from my recent past.	I can talk about significant events from my past.
I know I can make art out of natural objects.	I can create my own natural art in the style of Andy Goldsworthy.

Embedding Our School Values

Faith Friendship Determination Respect Unity	<p>‘Ourselves’ is a perfect introduction for the children to learn all about our school values and how they are integral to our everyday lives. In both Nursery and Reception, the children are taught the meaning of each word and how we show these through our personal, social and emotional development. The children learn the importance of faith as the core of everything we do as a school and community. The children develop respect for themselves by talking about their unique identity, respect for others by talking about other people and families and homes around the world that may be different to their own, and respect for our world by learning about the importance of looking after our environment. As the children become familiar with their new surroundings, they learn about the importance of determination and how to be a fantastic friend.</p>
--	---