


Autumn term 1 - 2025	PSED	Communication and Language	Physical Development
	<p>New Beginnings See themselves as a valuable individual. Being me in my world School Rules Routines Supporting children to build relationships Zones of regulation</p>	<p>Welcome to Ladybird Class Settling in activities. Making friends. Children talking about experiences that are familiar to them. What are your passions / goals / dreams? Rhyming and alliteration. Sharing facts about me! Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp pencil grip.</p> <p>Gross Motor: Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Forest School activities.</p>
	Literacy		Understanding the World
	<p>Suggested texts: Head to toe My mum and dad make me laugh Once there were giants All kinds of people Beegu Owl Babies Stanley's Stick Rosie's walk</p>	<p>Word Reading (Phonics): Phonics sounds: Level 2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily, this will make sound-blending easier</p>	<p>All about me!</p>  <p>What makes us special?</p>
	<p>Comprehension skills: Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. 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 different parts of a book. initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Writing: Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions, lists diagrams, messages - Take full length pictures of the children. Early handwriting skills - linked to funky fingers and common letter patterns. Literacy activities linked to Drawing Club storytelling.</p>	Maths
			<p>Week 1-2: Getting to Know You Key times of day, class routines. Where do things belong? Positional language. Phase 1: Match, sort and compare Match - Provide opportunities for the children to find and match objects that are the same. Sort - Children learn that collections of objects can be sorted into sets Amounts - learn that these sets can be compared and ordered. Phase 2: Talk about measures and patterns Compare Size, Mass, and Capacity - objects can be compared and ordered according to their size. Make Simple Patterns -copy, continue and create their own simple repeating patterns.</p>
			Expressive art and design
			<p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils, and pens. Encourage children to create a self-portrait using a range of media. Invite the children to explore feelings by asking them to represent different feelings using musical instruments. Can they talk about the feelings they have chosen and why they have used those sounds to represent them? Encourage children to explore body percussion, such as clapping their hands, stamping their feet, and patting their legs. Focus artists - Georges Seurat and Yayoi Kusama</p>