

### Communication and Language

**Focus:** *Beginning to share my ideas. Taking turns to speak. Building and using vocabulary.*

**We will** be working on being confident to share our thoughts and ideas in groups and learning how to listen with attention both to adults and to our peers.

We will learn and use vocabulary about family members, houses and homes and celebrations.

**At home you could:** name the people in your immediate and wider families and talk about relationship names – aunt, uncle etc. Notice your house and name the parts – roof, window, bricks etc. Name the specific celebrations your family holds – are there any special items such as ‘cross’, ‘diwa’, or special foods?

### Personal, Social and Emotional

**Focus:** *Managing personal care, recognising and naming emotions, saying what I like and dislike, knowing I am in a family and community.*

**Key Text – Anna Hibiscus, Song by Atinuke**

**We will** explore what it feels like to be in a loving family, what makes us happy and how to make others happy. We will talk about our emotions and will work on spotting them in others.

**At home you could:** Talk openly about your own feelings, name the emotion when your child shows they are feeling it. Read books that show people dealing with emotions.. Make sure your child is independent using the toilet.

### Physical

**Focus:** *Holding a pencil correctly. Using scissors and cutlery. Being safe in a busy physical space.*

**We will** be introducing lots of new tools such as scissors, dough tools and hole punches. We will also introduce greater independence and talk about how to be responsible for your own safety when outside using big equipment. We will be supporting children in being brave, recognising limits and developing resilience.

**At home you could:** visit the local park and encourage big physical play. Find local sports groups that have a ‘minis’ section. Encourage a good pencil grip and show your child you enjoy drawing and colouring.

### Understanding the World

**Focus:** *My local environments. Seasons changing to Autumn. Different religious and traditional celebrations. How humans change as they grow.*

**We will** explore what family means, who is in our families and whether all families are the same. We will find out what we all celebrate and how different families share celebrations. We will explore the local area and will learn what different homes are called.

**At home you could:** talk about your family celebrations and what you do to make them special. If they are religious, talk about your religion. Talk a walk and challenge each other to point out something interesting.

### Autumn Term 2025

**Focus:** *Myself and my communities.*

**Questions:** *Who am I? Who is in my family? Where do I live? What do I celebrate? Where do I belong?*

This term we will be thinking about the idea of family and exploring how different families are. We will find out that people celebrate lots of different things. We will learn that there are lots of different types of houses and making observations.

### Expressive Arts and Design

**Focus:** *Experimenting with new materials and tools. Learning and singing songs with actions. Responding to music. Taking on a role in play situations.*

**We will** encourage children to develop storylines in role play and small world play. We will be learning lots of new songs and the makaton actions that go with them. We will be introducing music and art lessons to explore key concepts. We will be exploring celebrations through music and decoration.

**At home you could:** sing favourite songs together. Get out the paints, scissors etc and make something together. Do pretend play with your child – e.g. pretend shops.

### Literacy

**Phonics:** Little Wandle Phase 2 – the first single letter sounds. Blending sounds into words and reading the words. Wordless books to begin then simple cvc words.

**Reading – Key texts:** Anna Hibiscus Song by Atinuke, So Much by Trish Cooke, Alphonse There’s Mud on the Ceiling by Daisy Hurst, Kipper’s Birthday by Mick Inkpen, The Nativity story.

**Writing:** Making marks that have the same meaning each time. Beginning to form letter shapes correctly. Writing my own name. Writing simple words using phonic knowledge.

**At home you could:** read and share books every day. When out and about point out words in the environment – shop names, street signs etc. Play I-spy using sounds instead of letter names. Write letter shapes with sticks in mud, with water paint, in playdough etc.

### Mathematics

- Continue, copy and create repeating patterns.
- Explore shapes in the environment..
- Compare length, weight and capacity.
- Explore the composition of numbers to 10
- Subitise – recognise small quantities without counting
- Count objects, actions and sounds with reliable number order and 1-1 correspondence

**At home you could:** play games that need counting to score. Spot numbers when you are out and about – ‘who can spot the most 3s?’ Play shape i-spy. I spy something with a triangle. Use mosaic toys. Cook together and weigh ingredients.