

Autumn 1 All about me!								
Theme	Week 1 1/9/25	Week 2 8/9/25	Week 3 15/9/25	Week 4 22/9/25	Week 5 29/9/25 Was week 8	Week 6 6/10/25	Week 7 13/10/25	Week 8 20/10/25
	Transition Can you make a new friend?	How would you describe yourself?	How would you describe your family?	Can you name and describe different feelings?	How do you make different colours?	Where do you belong?	What is special to me?	What is Autumn?
Key Texts for English	Billy and the big New School. Harry and the bucketful of dinosaurs go to school.	Elmer	Elmer	Colour monster <i>Colour monster goes to school</i>	Mix it up	Harry's home Friendship book – All about Friends	Dogger Friendship book - All about Friends	A stroll through seasons <i>The Squirrels Who Squabbled</i>
Knowledge Sentences (what we want the children to know, learn and remember?)	I know I can greet someone by saying hello. I know I can go to someone and ask; can I play? I know how to find resources in the classroom. I know I should stop and listen when an adult shakes the tambourine. I know that I tidy up the resources and put the same things together. (Explore the continuous provision areas to know where to find resources.)	I know my body is made of different parts. I know that people all look different. I know we change over time. (baby, toddler, child, teenager, adult, elderly person.)	I know that a family is a group of people who live together. I know that some family members live in a different home. I know that all families are different. I know my parents were born before me.	I know that we all have different feelings at different times. I know the names of feelings: Angry Fear Calm worried I know that it is ok to experience different feelings. Computing I know that a device has a screen.	I know the primary colours are blue, yellow and red. I know you can mix 2 colours together to make a secondary colour. I know that autumn colours are red, yellow, orange and brown. Computing I know that I should ask an adult before I use a device.	I know we belong to a family. I know we belong to Bramhope school. I know we belong to community groups. Additional knowledge: I know that in school I belong to my reception class and a house group. Computing I know that I should ask an adult before I use a device.	I know that people have objects that are special to them. I know that I should show respect for other people's special object. I know the Bible and the cross are special to Christians. I know the Quran is special to Muslims. Computing I know that I should ask an adult before I use a device.	I know that autumn is a season. I know in Autumn the weather gets colder, and leaves fall from the trees. I know that harvest is in Autumn Computing I know that I can find out information on a tablet and a computer.
Key vocabulary	Stop, look, listen The same matching Magnet eyes Team stop My turn your turn	Describe – give details Hair colour; eye, skin Baby –newly born child Toddler- A young child who is just beginning to walk. Teenager – A person between 13 and 20. Child – anyone under 18 Adult – a person aged over 18 years old Different – not the same as another or each other. Similar – Having some things that are the same.	Sibling – brother or sister Mother mum mummy Father dad daddy Grandparents Grandma and Grandad	Confused- difficult to understand Angry – having a strong feeling to someone who has behaved badly. Fear – to be afraid of something Calm - relaxed Worried – troubled about a possible or actual problem.	Primary colours - blue, yellow and red. Secondary colours – a colour made from two primary colours Colour mixing Pipette	Home Family School Community Belong – being part of something e.g. group Community- a group with shared interests House groups – a group working together	Community Special Bible, Quran Holy Christians Muslims	Autumn Leaf Conker Harvest Christians Observe
Learning Behaviour Whole school focus	Team worker: <ul style="list-style-type: none"> Form good relationships with adults and peers. Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. Understand that others can be expected to respect their needs, views, cultures and beliefs. Take into account the ideas of others. Take turns in speaking. 							
Transition and settling in. Behaviour focus PSED focus	Talk about Routines Go through rules in school. Start with we all sit on the carpet together and put up our hands up to talk. Children create and understand the class rules. Children follow the rules with support.	Behaviour focus: No running and shouting in the classroom. Walk around the classroom and use an indoor voice. Children describe themselves in positive terms	Behaviour focus: Line up and walk silently down the corridor for lunch. Children can say who is in their family.	Behaviour focus: Everyone tidies up. Ask 3 friends if you need help. Children know that there are different ways that people can feel. Children know that emotions can be expressed on people's faces. Introduce the zones of regulations	Behaviour focus: Sit at a table activity in the morning Children choose their own equipment that is necessary to complete a task.	Behaviour focus: Be quiet in the toilets and line up outside if they are busy. Children wash their hands before eating. Children wash their hands after going to the toilet.	Behaviour focus: Be quiet by the lockers and put things away quickly and sensibly Children respect the routines and traditions of other children	Behaviour focus: Come to the carpet quickly and quietly Children recognise when they need adult help. Children start to follow our class rules

Rhyme of the week	Wind the bobbin up	Head shoulders knees and toes	Rockabye baby	If you're happy and you know it	I can sing a rainbow	This old man	Hickory Dickory Dock	One man went to mow
Belong Diversity text		So much	Love makes a family	Pablo's feelings	Coming to England by Floella Benjamin	Two homes	Golden Domes and silver lanterns.	How are you feeling today?
Computing				What is a device? Tablet, phone, laptop, computer, games console	Who has a device at home? Which devices do you play on? Do you have rules about going on the device?	Why do you think you have rules at home and at school about devices?	How can we find out information? We use the class computer to find out information. We have iPad to support our learning in school. They can be used to look at images to support junk modelling. Explain rules for iPad in school.	How can we find out information? We can do a search on the computer to find out information.
Maths	What can you see and how do you see it? Using a variety of resources encourage children to look carefully at what they see and verbalise what they notice.	NCETM wk 1 subitising- (instant recognition of a number of objects)	NCETM wk 2 Counting, Cardinality and Ordinality	NCETM wk3 Composition	NCETM wk 4 subitising WRM match, sort and compare Step 1 match objects Step 2 match pictures and objects Step 3 Identify a set Step 4 sort objects to a type	NCETM wk 5 comparison WRM match, sort and compare Step 5 Explore sorting techniques Step 6 create sorting rules Step 7 compare amounts	NCETM wk6 Counting, Ordinality and Cardinality WRM - Talk about measure Step 1 compare size Step 2 compare mass Step 3 compare capacity	NCETM wk 7 comparisons WRM Talk about patterns Step 4 Explore simple patterns Step 5 copy and continue simple patterns Step 6 create simple patterns
Art progression	Artist Mark Rothco- Painting focus. I know an artist creates art. I know there are different artists. • Experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. • Name a range of different colours. • Mix paint to match the colours they see. • Explore and refine colour mixing using poster paint. Vocabulary : primary colours red, blue, yellow, Secondary colours purple, orange, green, colour mixing							
Phonics		Listening activities	Start the Read Write Inc phonics programme					