


<p><u>Personal Social and Emotional Development</u></p> <p><u>Self-regulation: My feelings</u></p> <p>In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p> <p>Lesson 1: Identifying my feelings - Learning how to identify feelings and associating feelings with different colours</p> <p>Lesson 2: Feelings jars - Using their understanding of feelings children create feeling jars and use them to identify and express their feelings.</p> <p>Lesson 3: Coping strategies - Exploring coping strategies to help regulate emotions and identifying how characters within a story may be feeling.</p> <p>Lesson 4: Emotional adjective - Learning the appropriate vocabulary to describe different emotions.</p> <p>Lesson 5: Facial expressions - Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Lesson 6: Creating a calm corner - Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour, socially and emotionally</p>	<p><u>Communication and Language</u></p> <p>Daily Investigations including Free Flow Play.</p> <p>Daily Focus child- 'Child Initiated play'</p> <p>Quality working together time – look, listen and note</p>	<p><u>Physical Development</u></p> <p><u>Go Well PE 6 weeks</u></p> <p><u>Last 2 weeks Mrs Wilkes EY Yoga</u></p> <p>School Nurse Healthy Bodies</p> <p>Hygiene Handwashing /Hearing Checks</p> <p>Dressing and Undressing</p> <p>Introduce Barnaby Bears Healthy Adventure – Class bear goes home daily with a suitcase/ clothes/ a toothbrush. Introducing Oral Health and a drawing book to record adventures.</p>	<p><u>Literacy</u></p> <p><u>Phonics - Sounds write</u></p> <p><u>Week 4 & 5 - Unit 1 Initial Code – a i m s t</u></p> <p><u>Week 6 & 7 – Unit 2 Initial Code – n p o</u></p> <p><u>Writing – Introduce Drawing Club – see yearly overview</u></p> <p><u>What is a label?</u> Labelling family and portrait drawings. Check in mark making dev.</p> <p><u>Fine motor</u> - Drawing themselves writing assessment. Explore and play with small world activities, puzzles, arts and crafts/ funky fingers area and the practice of using small tools/observe pencil grasp.</p> <p><u>Gross Motor</u> - Assessment The child's stage of physical development both in their upper body and their grip. Where are the children developmentally? What do they need next? Gross upper body movement will need provision such as washing walls with soap and brushes, painting with mops or sweeping.</p> <p><u>Guided Reading</u> – Will begin with developmentally ready children.</p> <p><u>Core text</u> – All sorts of families'</p> <p><u>Reading Area</u> – Texts non fiction and picture books related to Self/ families.</p>
<p><u>Marvellous me! - Autumn 1 MTP</u></p> <p>Who am I? All about me, Families, Autumn, Harvest time</p> <p>Memorable experience – A walk to Easington village green park.</p> <p>School Baseline and Reception Baseline Assessment (Gov) completed week 3</p>			
<p><u>Expressive Arts – Music</u></p> <p><u>Charanga Online Music School</u> – Unit - Me!</p> <p>Step 1 – Celebration by Kool and the gang</p> <p>Step 2 – Happy by Pharell Williams</p> <p>Step 3 – Sing by the Carpenters</p> <p>Step 4 – Sing a Rainbow sung by Peggy Lee</p> <p>Step 5 – Happy Birthday by Stevie Wonder</p> <p>Step 6- Our House by Madness</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Marvellous Marks</u></p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p><u>Drawing faces</u></p> <p>Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefully.</p> <p>To link with Literacy and Physical Dev Fine motor skill. Drawing myself assessment</p> <p><u>Fine Motor links</u> - For the children to explore playdough</p>	<p><u>Understanding the World</u></p> <p><u>People and Communities (RE) Miss Swan</u></p> <p>Durham Agreed Syllabus 2012-</p> <p><u>For the children to know about-</u></p> <p>*<u>Harvest as a special time</u>/ Christians Harvest/ Jewish Sukkot/ Shabbat as a special time for Jewish people</p> <p>*<u>Christmas as a special time</u>/ The special baby Jesus/ Ways Christians celebrate e.g. colours in the church, Advent Ring.</p> <p><u>Past and Present - Miss Defty</u></p> <p><u>For the children to –</u>Talk about members of their immediate family and community sharing pictures of their families and books.</p> <p>See MTP Autumn 1 Who am I? Key theme Legacy- Humanities lead C Defty. Thankyou</p>	<p><u>Mathematics</u></p> <p><u>White Rose weeks 1 & 2, Getting to know you!</u></p> <p>Opportunities for settling in. Introducing areas of provision and getting to know the children.</p> <p><u>White Rose weeks 3 & 4 Match, Sort and Compare</u></p> <p>Children are introduced to the concept of matching. They will start by matching physical objects with other physical objects.</p> <p><u>White Rose Weeks 5 & 6 Talk about measures and patterns</u></p> <p>Children learn that objects can be compared and ordered by size.</p> <p><u>White Rose Maths Weeks 7 & 8 Its Me 123</u></p> <p>Children will explore different representations of 1, 2 and 3.</p>
<p></p> <p style="text-align: right;">visit twinkl.com</p>			

		<p style="text-align: center;"><u>The Natural World – Mr Churchill</u></p> <p><u>Humans</u> – For the children to talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p><u>Sound</u> - For the children to describe what they see, hear and feel whilst outside</p> <p>(Mr Churchill – Science Lead - Program of work for EYFS)</p>	
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