

**Communication and Language**

**Learning Activities:**

*Circle time – greetings, days of the week, months, weather, daily timetable*

*Role Play*

*Story Time / Signed Stories*

*BSL Tutor 1:1*

*Follow instructions through adult-led tasks*

*Give instructions through child-led play.*

**Learning Purposes (taken from Development Matters):**

*To understand how to listen and why listening is important.*

*To learn new vocabulary.*

*To engage in story times.*

*To articulate their thoughts and ideas in developing utterances (signed/spoken)*

**Vocabulary:** *Me, I, like/don’t like, friend, family, brother, sister, mum, dad, grandma, grandad, live.*

**PSED**

**Learning Activities:**

*Role play (turn taking, sharing, developing relationships through play)..*

*Group work – what makes a good friend, brother, sister, son, daughter?*

**Learning Purposes (taken from Development Matters)**

*Begin to build constructive and respectful relationships.*

*Manage their own needs such as dressing and toileting.*

*Looking after their own belongings.*

*To understand how it feels to belong.*

*To know that we’re similar and different.*

*To begin to recognise their feelings.*

*To understand why it is good to be kind.*

*Begin to build constructive and respectful relationships.*

**Vocabulary:** *Similar, same, different, feeling, happy, angry, sad.*

**Expressive Arts**

**Learning Activities:**

*Mixing colours, investigating different textures,*

*Combine movement to express feelings (PE)*

*Change songs and nursery rhymes*

*Develop storylines in their pretend play*

*Junk modelling objects relating to self (home, car, familiar people)*

**Learning Purposes (taken from Development Matters):**

*To develop imagination and fine motor skills.*

*To experiment with colours and textures.*

*Learn new songs and think of ways to change known songs.*

**Vocabulary:** Names of colours, feelings vocab, family relationships, friends

**Autumn 1 2025:**

**All About Me!**

**Larch Class**

**Maths**

**Learning Activities:**

*Counting games, songs.*

*Number puzzles.*

*Role play.*

*1:1 /small group teaching.*

*Number formation.*

*Handling of physical objects.*

**Learning Purposes (taken from Development Matters):**

*To count carefully (objects and actions).*

*To compare numbers.*

*To continue, copy and create patterns.*

*To develop mathematical language (links to C&L).*

**Vocabulary:** *Number, count, how many, one more, one less, more, less, equal, same, pattern.*

Vocabulary: number, numeral, more, less, fewer, compare, pattern, repeat.

**Literacy**

**Learning Activities:**

*Write names, match names, identify names/pictures.*

*Phase 1 Phonics – follow Red Rose Letters and Sounds - Phase 1.*

*Name, draw, paint, model and describe friends, family using photos.*

*Look at and engage with a variety of books about family, friends, likes/dislikes, other families/cultures. Shared reading, independent reading corner.*

**Learning Purposes (taken from Development Matters):**

*To begin to match, identify, write, copy names and CVC words.*

*To form letters correctly.*

*To enjoy a range of texts and handle books correctly.*

**Vocabulary:** letter, sound, name, word, sign, picture

**Physical Development**

**Learning Activities:** *Funky Fingers, Dough Disco Work on correct pencil grip*

**Learning Purpose (taken from Development Matters):** *To develop the strength and dexterity in fingers and hands to aid writing.*

 *To show increasing control over an object by pushing, patting, throwing, catching or kicking it. To show a preference for a dominant hand.*

*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*

**Vocabulary:** *throw, catch, kick, pat, walk, balance,move.*

**Understanding the World**

**Learning Activities:**

*Wellie Walk – local walk.*

*Half Termly Forest School*

*Outdoor learning*

*Look at/discuss family and friends using printed/digital pictures.*

*Observe the changing seasons – art and craft activities.*

**Learning Purposes (taken from Development Matters):**

*To understand the effect of changing seasons on the natural world around them.*

*To talk about members of their immediate family.*

*To describe what they see, hear and feel whilst outside.*

*Talk about differences and similarities in families and communities. Name and describe people who are familiar to them.*

**Vocabulary:** *Outside, feel, see, hear, senses, seasons, autumn, summer, spring, winter, family.*