

Personal, Social and Emotional Development

Recognise that we are an important person in our class.

Be a good friend to others and know what that means and involves.

Manage own needs e.g. fastening coat, putting on shoes.

Develop confidence to try new activities and show independence. (link with challenges in provision)

Identify and name emotions. Link book character's emotion to own experiences

Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success)

Become independent when managing our own personal hygiene including going to the toilet and washing our hands.

*myHappymind/Module 1 Meet your Brain

Ten Ten/Module 1: Created and loved by God

Physical Development

- To perform the basic skill of jumping
- To travel around the space hopping and skipping
- To catch a large ball
- To travel over, under and through balancing and climbing equipment
- To pull themselves up on climbing equipment
- Begin to show accuracy and care when drawing
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Ways to help at home:

- When your child starts to bring their reading book home please make sure you read daily.
- Try to encourage your child to develop their independence for example putting on their own coat

Communication and Language

- Understand how to listen carefully and why listening is important.
- Ask questions to find out more and to check we understand what has been said to us.
- Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names)
- Say "Good morning", and other social phrases, to friends and adults
- Take part in whole class and small group story times.
- Begin to ask questions to find out more and to check they understand what has been said to them
- Engage in non-fiction books about 'People who Help Us'.

Superheroes like me! Autumn 1 2026 Beesley Class

The big question: How am I special?

Expressive arts and design

- To explore making marks with wax crayons.
- To investigate the marks and patterns made by different textures.
- To explore making marks with felt tips. To use a felt tip to make patterns.
- To explore making marks with chalk.
- To make controlled large and small movements.
- To compare different ways of making marks and drawing.
- Explore, use and refine a variety of artistic effects to express ideas and feelings.
- To explore mark making using pencils.

Literacy:

- Begin phase 2 phonics (Red Rose Scheme)
- Discrimination of sounds developing phonological awareness

Comprehension

Independently look at a book, hold it the correct way and turn pages.

Word Reading

Segment and blend sounds together to read words.

Writing

Give meanings to the marks they make.

Mathematics:

Baseline assessments

Subitising within 3

Focus on counting skills

Explore how all numbers are made of 1s

Focus on composition of 3 and 4

Understanding the world

- Shows interest in different occupations and ways of life indoors and outdoors
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Understand the effect of changing seasons on the natural world around them
- Explore the natural world around them
- Describe what they see, hear and feel around them
- Comment on images of familiar situations in the past
- Enjoys joining in with family customs and routines.
- Remembers and talks about significant events in their own life and lives of those close to them.
- Recognises similarities and differences between themselves, friends and family.
- Begins to compare their own experiences with those of others.