



# All About Me!

## Other topics to be covered:

**Traditional Tales:** The Gingerbread Man, The Three Little Pigs, Goldilocks and The Three Bears, The Little Red Hen

**Celebrations:** Harvest Festival, Halloween

**Identify the season:** Autumn, to go on an autumn walk and identify seasonal changes, collect autumn treasures

## All About Me!

- \*To know that we all look different.
- \*To think about what makes me happy? /sad?
- \*To paint a self-portrait.
- \*To talk about who is in my family?
- \*To know what makes a good friend.
- \*To know some jobs that people in the community do.
- \*To think about what job they would like to do.

**Key Vocabulary:** Sad, happy, angry, cross, frightened, worried, scared, relaxed, calm, names of facial features, Uses a range of vocabulary to identify jobs. (nurse, dentist, Librarian, firefighter, post worker, Crossing patrol)

## Jigsaw PSHE: Being Me in My World.

- \* To understand how it feels to belong and that we are similar and different.
- \* To start to recognise and manage my feelings.
- \* To enjoy working with others to make school a good place to be.
- \* To understand why it is good to be kind and to use gentle hands.
- \* To start to understand children's rights and this means we should all be allowed to learn and play.
- \* To begin to understand what being responsible means.



**Key Vocabulary:** Kind, friend, similar, different, rights, responsibilities, feelings (angry, happy, excited, nervous, sad), sharing, taking turns.



## Indoor P.E

- \*To act out the story of the Gruffalo and We're Going on a Bear Hunt.
- \*To develop movements of rolling, crawling, walking, jumping, running, hopping, skipping.

## Outdoor P.E

- \*To develop balance, agility and body strength when using bikes, trikes and scooters.
- \*Develop climbing, balancing skills when using the Adventure Playground
- \*To move energetically when playing outside.

**Key Vocabulary:** walk, run, hop, crawl, jump, skip, balance

## R.E – Being Special: Where do we belong?

- \*To understand what makes them feel special.
- \*To understand how to make others feel welcome.
- \*To share ideas about how to care for others.
- \*To learn that people belong to religious groups.
- \*To understand what happens at a Christian Baptism and to understand what a Baptism is.

**Key Vocabulary:**

Christianity, Christian, Baptism, belonging, special



**In Phonics the children will learn:**

- To recognise the phase 2 graphemes: **s a t p i n m d g o c k ck e u r ss h b f ff l ll**
- To read and spell the 'Harder to Read and Spell' words (HRS): **I the no put of is to go into pull as his.**
- To read and spell words using the graphemes that have been taught. E.g. tip, mud, fog, had.
- To read simple captions using graphemes and 'Harder Read to and Spell' words that have been taught.

**In Maths the children will:**

\*Have opportunities to find and match objects which are the same/different and explain what they notice.

\*Learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. Children will be able to compare what is the same/different. Children will begin to understand that the same collection of objects can be sorted in different ways.

\*Learn that sets can be compared and ordered. Use the language of more and fewer.

\* Learn that objects can be compared and ordered according to their size. Use language such as big, little, large and small and then introduce more specific language such as tall, long, short.

\*Copy, continue and create their own simple repeating patterns using shapes, colours, sizes, actions and sounds. Children will be encouraged to build patterns vertically and horizontally.

**Ideas for you to do at home with your child:**

\*Reinforce the phase 2 graphemes flashcards sent home in the plastic wallet.

\*Practice writing the graphemes that are sent home using the handwriting frame and handwriting patten.

\*Encourage your child to identify their name and learn to write their name using the correct handwriting patten on the handwriting frames.

\*Go on walks to identify seasonal changes.

\*Look at photos of people in your family, past and present.

\*Share a range of traditional stories together.