
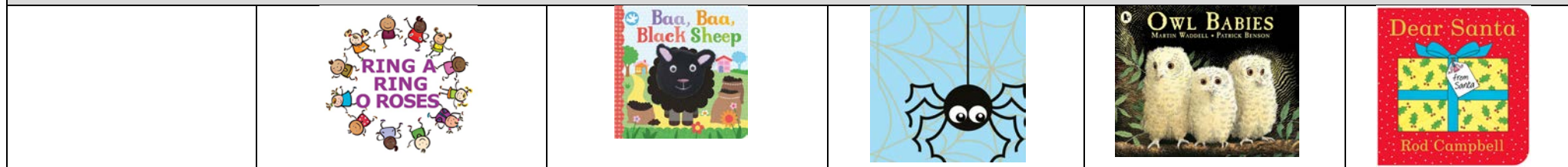


In the Autumn term children will be learning:

<p>Skills for Life</p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p>CoEL</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Finding out and exploring - Playing with what they know <p>Active learning</p> <ul style="list-style-type: none"> - Being involved and concentrating - Enjoying achieving what they set out to do <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Having their own ideas 	<p>Childhood Experiences</p> <ul style="list-style-type: none"> - Catch a falling leaf - Eat an apple straight from a tree - Find a conker 	<p>KSU Passports</p> 
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Core Books



<p>Communication and Language</p>	<p>Children's communication and Language skills will be developed this term through stories, songs and rhymes. The rhymes feature a pleasing rhythmic pattern and simple repetitive phrases that young children find easy to remember and repeat. The children will be encouraged to join in with these songs and rhymes, which will support their phonological awareness. Key workers will support the children to learn new words and to be able to put them together to form a simple sentence. Key workers use LaunchPad for Literacy in order to identify children's speech, language and other developmental needs as soon as possible. They use this information, as well as ELKLAN and Early Talk Boost, to inform their practice and to plan for specific early literacy intervention.</p>
<p>Personal, Social and Emotional Development</p>	<p>Children will develop relationships with key workers from the outset. They will be supported by their key worker to gradually separate from parents and carers. Children will become familiar with the setting and will be given opportunities to explore the indoor and outdoor environments. They will play alongside new friends and play cooperatively with key workers. Children will be encouraged to join in with group singing and games, which will provide an early step to beginning to participate socially with others.</p>
<p>Physical Development</p>	<p>Children will be given opportunities to be active on a daily basis. They will spend time exploring both the indoor and outdoor environment, where they will be able to move in a range of ways, using small and large equipment. During sensory play, children will learn to make connections between movements and the marks they make. Physical participation in action songs will encourage children to develop their fine and gross motor control skills, as well as balance, coordination and the skills needed to follow simple instructions. Children will also be given opportunities to explore new food tastes and textures, and learn how to look after their own hygiene needs.</p>

Literacy	Children will spend time sharing, listening to and telling stories. They will learn to join in with songs and nursery rhymes and begin to have personal favourites. Key workers will stop at intervals during stories, songs and rhymes in order to give children opportunities to say the next word. Children will be given opportunities to enjoy mark making and exploring chalk, crayons, pencils and other media.
Mathematics	This term, children will begin to develop an awareness of number names through action rhymes and songs that relate to their experiences of numbers. They will be encouraged to use number names during play scenarios; key workers will model how to say numbers up to 3 in sequence. Rhyme will be used to introduce the concept of prepositional language such as 'up' and 'down.' Children will be shown how to categorise objects, for example, putting all the teddy bears together, or putting teddies and cars in separate piles. They explore size and learn words associated with size, such as 'big' and 'small '. Children will be given opportunities to explore shape through inset boards and puzzles and by building simple structures and models.
Understanding the World	Children will have access to containers in order to explore filling and emptying. They learn to associate a sequence of actions with the daily routine, such as snack time, story time and home time. They will enjoy sharing pictures and stories about themselves, their families and other people. Children will become familiar with the behavioural expectations, and will be supported by key workers to understand these.
Expressive arts and design	Children learn to imitate play sequences, such as making a cup of tea and giving it to their key worker or friend. They are given opportunities to join in with dancing and ring games, and to sing a few familiar songs. Children also explore a range of sensory media and materials, both freely and with support. Key workers model how to use simple tools such as rolling pins and playdough cutters, and support children to use these.