

# All About Me

Year: Specialist Provision

Term: Autumn 1

| Week | Focus of the week         | Week | Focus of the week               |
|------|---------------------------|------|---------------------------------|
| 1    | Where Do You Live?        | 4    | Can You Build a House?          |
| 2    | Exploring with my senses. | 5    | Can You Build a House?          |
| 3    | Naming parts of our body. | 6    | What are the colours of Autumn? |
| 4    | Our Family                | 7    | Let's Go on an Autumn Walk.     |

| EYFS Objectives to be covered:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Pupil can make sets of up to 5 using objects.</li> <li>Pupil can respond appropriately to the question 'How many?' when working with numbers up to 5. Counting when needed or subitising the number.</li> <li>Pupil can during rhymes, songs and number games indicate the next action following a prompt.</li> <li>Pupil responds on request to place objects, 'in', 'on', 'under' and 'inside' in practical situations.</li> <li>Pupil sorts two sets of objects where the difference is not great.</li> <li>Pupil can grasp two shapes at once and explore whether or not they fit together.</li> </ul>                                                               | <ul style="list-style-type: none"> <li>Recognises and engages with familiar and unfamiliar sensory stimuli.</li> <li>Demonstrates intentional, spontaneous responses to familiar stories rhymes, or poems.</li> <li>Listens and engages with familiar rhymes and stories.</li> <li>Enjoy sharing books with an adult.</li> <li>Repeat words and phrases from familiar stories.</li> <li>Develop play around favourite stories using props.</li> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>Enjoy drawing freely.</li> <li></li> </ul> |
| Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Use gestures like waving and pointing to communicate.</li> <li>Understand single words in context - 'cup', 'milk', 'daddy'.</li> <li>Recognise and point to objects if asked about them.</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>Copy your gestures and words.</li> <li>Listen and respond to a simple instruction.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs or climb up apparatus using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose.</li> <li>Use large-muscle movements to wave flags, streamers, paint and make marks.</li> <li>Use one handed tools and equipment.</li> <li>Use a comfortable grip with good control when holding pencils.</li> </ul>                                                                                                      |
| Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expressive Arts and Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Use all their senses in hands on exploration of natural materials.</li> <li>Recognise some environments that are different from the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Join in with songs, rhymes and making sounds.</li> <li>Explore a range of soundmakers and instruments and play them in different ways.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Start to develop pretend play.</li> </ul>                                                                                                                |

| PSED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Books:</u>                                                                                    |
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| <ul style="list-style-type: none"> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Find ways of managing transitions.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> </ul> | <p>From Head to Toe<br/> See Inside Your Body<br/> Owl Babies<br/> Guess How Much I Love You</p> |



