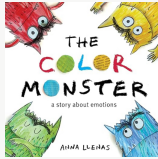
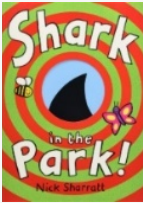
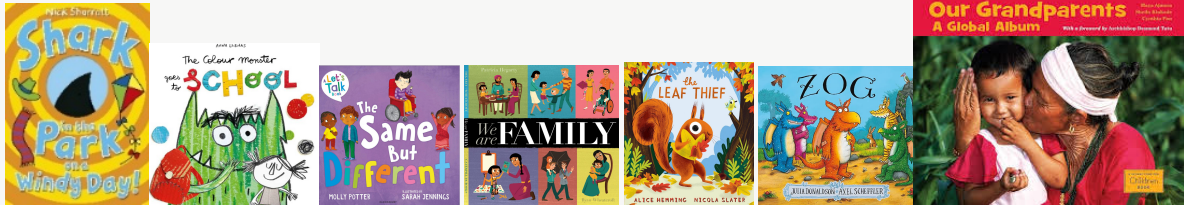


Foundation Stage

Autumn 1 - All about me and My Family

Reading Library - All About Me - Autumn 1 - 2026 to 27

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Text - explicit instruction of writing aligned to learning of Phonics	 The Colour Monster - Anna Lenas Range of feelings - anger, happiness, kindness, sadness and scared (Fiction)	 Shark in the Park Nick Sharratt Feelings and relationships - family, happiness, kindness, (Fiction)	 Incy Wincy Spider Russel Punter Rhyme (Fiction)	 Five little pumpkins are growing in the patch Charly Lane Seasonal/festival/science (Fiction)			
Vocabulary (bold words = core vocabulary children are expected to use within the setting)	friend, confused, feelings, different, happy, sad, alone, angry, fear, calm, love	telescope, lake, pond, yell, think	water spout, washed, dried, rushed, wind, whispered, froze, dripped, blocked, tumbled	rangoli pattern, celebration, festival, sibling, Diwali, diyas, tradition			
Supporting Books Reading across the Curriculum Laying the foundations for Science, Geography, History, Art, R.E. Additional books linked to curriculum subjects are used within Continuous Provision e.g. construction, water area,							

Supporting books

- diversity,
inclusivity,
gender,
feelings,
disabilities,
families

**Personal
Development
core books**

**Additional books
linked to
personal
development
are within
Continuous
Provision e.g.
reading area**

Spreading My Wings
Nadiya Hussain and Ella Bailey

Ethnicity

My Heart is a Poem
Various authors

Managing Emotions

Storm Goliath
Managing Emotions
James Sellick

Be Brave Little Penguin
Giles Andreae

Bravery

Can't You Sleep Little Bear
Matin Waddell

Managing emotions

Courage

Supporting Books - Seasonal Changes

The Weather Report
Alison Hawes
(non-fiction)

Environmental, Science

Rain
Sam Usher

Key Rhymes and Poems to enjoy and learn

Learn to say and sing a wide range of nursery rhymes and counting rhymes including shape and space rhymes.
e.g. Five Speckled Frogs, Incy Wincy Spider, The Square Poem, Five Speckled Frogs, Five Currant Buns

Enhancements and Celebrations			Share baby and/or toddler photos Mum and baby visit			Baking currant buns	Grandparent's Day School then and now
Parental Links	Home Visit for all children completed in the first 3 days of the term	Reception Baseline Assessment undertaken in school	Reception Baseline Assessment undertaken in school	Internal baseline assessment undertaken in school			Grandparent day Reading Workshop (all parents/carers invited into school to engage with child in the classroom)

Critical Thinking - Lines of Enquiry - Developing Communication and Language Skills in a Dialogic Classroom - Autumn 1

Lines of enquiry Critical thinking	Season and weather change	Develop social phrases	Develop sentence structure	Makaton
Who am I? Explain how you have changed over time. Can you describe what you like look like? Identify similarities and differences between ourselves and others? Can you explain what is a family and who is in yours? Describe how families different? Explain what I like compared to my grandparents? Can you make comparisons between yourselves and others? Where are we all from? (People, Culture and Communities) Where were you born? Links to past & present How can I use my senses to explore the world around us?	What is a season? Introduction to seasons and outdoor observations How can we recognise Autumn?What happens in Autumn? Discuss the day of the week and weather.	Body language: Eye contact Listening and attending to the speaker Modelled language: Good morning How are you today? I am....How are you? (reciprocate) Please can you help me? Thank you for helping me. Do you want to play with me? Can I play with you? Talk partners: I know who my talk partner is.... I can look at my talk partner when they are speaking to me.....	Can you say a sentence using 'and' and 'because'? Use 'Who?' as a question stem ?	Learn actions for: Good morning Good afternoon Please Thank you Sorry Home time Tidy Up

Laying the Foundations for the National Curriculum - All About Me - Autumn 1

Science	Geography	History	RE
Observe, identify and describe changes as we grow noticing similarities and differences. Observe that we inherit certain characteristics from our parents e.g. blonde hair, colour of eyes etc.	All About Me Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year) Know they live in Layton and their school name is Layton Primary School on Lynwood Avenue in Blackpool.	Explore their own family dynamic and understand their life story.	Explore what is special to them and what they believe in
Music	Design Technology	Computing	British Values
Listening: Develop an awareness of sounds and rhythms and begin to listen carefully to pieces of music. Performing: Sing a variety of songs and action rhymes	Experience, and know why, we wash our hands independently before cooking activities. Experience how to make currant buns, pizza and bread including how to weigh ingredients. Use some vocabulary associated with different kitchen utensils e.g. chopping (knife), scooping (spoon), stirring (spoon) Make healthy food choices within the classroom (snack) Develop skills needed to use a knife and fork (in the dinner hall)	Coding: Know some positional language - e.g. under, beneath, beside, forward, backward.	Democracy: I know that I belong to my class and know the names of the adults and my class name. Rule of Law I know the rules of my class Individual Liberty I can talk about how I feel, with support Mutual Respect, Tolerance and Diversity I know how to make my class a safe place for everybody to learn.

Learning Outcomes - Development Matters - Autumn 1 - Prime Areas of Learning

Communication and Language	Physical Development	Personal, Social and Emotional Development
3-4 years - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - Use longer sentences of four to six words. Reception: - Understand how to listen carefully and why listening is important. - Learn new vocabulary (identified on weekly plans tier 2/3) - Use new vocabulary through the day. - Ask questions to find out more and to check they understand what has been said to them. - Engage in storytimes. <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i>	3-4 years: - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. Reception: - Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <i>Move energetically such as running, jumping, hopping, skipping and climbing</i>	Children accessing 3-4 years: - 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. - Respond to children's increasing independence and sense of responsibility. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. Children accessing Reception: - See themselves as a valuable individual. - Build constructive and respectful relationships. <i>Forms positive attachments to adults and friendships with peers</i> <i>Works and plays cooperatively taking turns with each other</i>

Learning Outcomes - Development Matters - Autumn 1 - Specific Areas of Learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Phonics - Stage 1 and Stage 2 taught in groups as per the needs of the individual Reading @ 3- 4 years: Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound • Engage in extended conversations about stories, learning new vocabulary. Writing @ 3-4 years - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write the handwriting patterns to support cursive script. Children accessing reception: Reading @ Reception: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing @ Reception: - Form lower-case and capital letters correctly. <i>Anticipate key events in stories</i> <i>Read words consistent with their phonic knowledge by sound blending</i>	Number: Children working @ 3-4 years - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match numerals up to 5. - Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. Shape, Space and Measure: Children working @3-4 years: - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. Through the NCTEM 'Mastering Number Programme' all children will be learning to: - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Count objects, actions and sounds - Subitise – linked to 1 & 2 - Link the number symbol (numeral) with its cardinal number value - Count beyond ten - Compare numbers – linked to 1 & 2 - Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 1 & 2 <i>Verbally count beyond 20, recognising the pattern of the counting system</i>	Past and Present: Children working @ 3-4 years: - Begin to make sense of their own life-story and family's history. People, Culture and Communities: Children working @ 3-4 years: - Show interest in different occupations. - Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World: Children working @ 3-4 years: - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them in class.</i> <i>Understand the past through settings encountered in books read in class and storytelling.</i> <i>Explore the natural world around them.</i>	Art: Children working @ 3-4 years: - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. Imaginative Play: Children working @ 3-4 years: - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Performance: Children working @ 3-4 years: - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings.