

Communication and Language (CL)

- Can start a conversation with an adult or a friend and continue it for many turns.
- Develop their communication through talking about themselves and their family but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Take part in games that encourage speaking and listening skills
- Enjoy listening to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Literacy (L)

- Look at print in books and in the FS1 environment, understanding that print conveys meaning
- Share a variety of stories such as The Rainbow Fish and Harry and the Dinosaurs Go to School, naming the different parts of the book
- Show interest in and join in with a wide range of songs and rhymes using actions
- Engage in extended conversations about stories, learning new vocabulary
- Begin to look at books independently
- Will make marks using a variety of tools - pencils, felts, paint, sand, cornflour, playdough
- Use some print and letter knowledge in early writing

Understanding the World (UW)

- Continue to develop positive attitudes about the differences between people - look at how we are all different, eyes, hair etc
- Begin to make sense of their own life-story and family's history by talking about birthdays, family events and how we have grown/changed
- Explore using all their senses in hands-on exploration of natural materials in their new FS1 environment and through different stories
- Talk about what they see, using a wide vocabulary, identifying signs of Autumn and Harvest
- Begin to learn the days of the week and the weather

Personal Social Emotional Development (PSED)

- Become more outgoing with unfamiliar people, in the safe context of their setting
- Select and use activities and resources, with help when needed and settle into new environment and routine
- Respond to simple instructions
- Increasingly follow classroom rules, understanding why they are important.
- Display 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Gradually become more independent with hygiene and toileting
- Will develop confidence to talk to other children when playing
- Jigsaw - 'Being Me in My World'



FS1 Topic Web Autumn 1 **Me in My World**



Mathematics (M)

- Develop counting skills and language of quantity through play, number rhymes and adult led activities
- Use and explore different shapes in play and in the environment.
- Recite numbers to 5
- Notice, compare and talk about different groups of objects
- Recognise important numerals such as 3 / 4.
- Use different shapes in play and in the environment.
- Make comparisons between objects relating to size, shape, colour, pattern



Physical Development (PD)



- Continue to develop their movement, balance (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Develop fine motor skills and hand-eye coordination through a variety of activities including threading, mark making, cutting, construction toys
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Will begin to use a comfortable grip with good control when holding pens and pencils.
- Hold a range of tools correctly and comfortably e.g. rolling pin, hammer, brush, glue stick, chalks, pens, large paint brush/roller.
- Develop increasing independence by putting on / taking off coats
- Start to eat independently, tasting pumpkin soup and trying different fruit for snack

Expressive Art and Design (EAD)

- Draw a representation of our faces with increased complexity and detail using a circle shape
- Explore colour and colour-mixing.
- Explore different man-made and natural materials freely using a variety of tools and textures e.g. leaf printing, pine cone printing, printing with Autumn vegetables and rainbow coloured fruit
- Create Autumn pictures with natural objects from the environment
- Remember and sing entire songs such as our daily routine songs, Colours, Ourselves, Autumn and Harvest
- Take part in simple pretend play, using an object to represent something else which is not similar.

