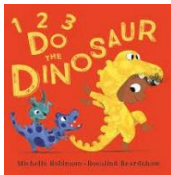

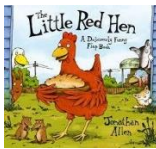
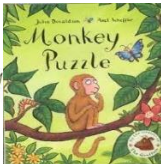
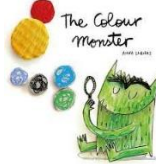

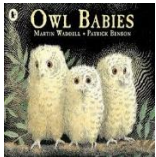











## St Stephens Pre-School Overview **Autumn Term 1 2023**

This half term at St Stephens we will be developing the following skills (as well as revisiting previous skills and knowledge):

The Prime Areas			
Personal, Social and Emotional	Physical Development		Communication and Language
<b>2-3 years</b> Finding ways of managing transitions, for example from their parent to their key person Interested in their own and others physical characteristics e.g. pointing to features  <b>3-4 years</b> Talk about feelings e.g. happy and sad Identify feelings in others Select and use resources	Making snips with paper :- Practise tearing paper Digging, scooping, pouring :- Sand/water (buckets, spades and jugs) Able to use a spoon/fork/knife to feed self/ cups to drink Paint brushes – large movements – circular, up and down :- large paintbrushes/ large sheets of paper/ ground Use tweezers to pick up/ move large objects i.e. pasta Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		<b>2-3 years</b> Opportunities for singing, music and toys that make sounds Developing use of single words during play through adult interactions  <b>3-4 years</b> Listening to stories and begin to recall information Developing listening skills
The Specific Areas			
Mathematics	Literacy	Understand the World	Expressive Arts and Design
<b>Maths: Noticing number</b> React to changes of amount in a group of up to three items Say some number names randomly Take part in finger rhymes/counting rhymes  <b>Maths: Counting skills</b> Using number language in play Counting to 5/10 Counting out objects 1-1 Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, using informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.	<b>2-3 years</b> Enjoys songs and rhymes tuning in and paying attention Copy finger movements and other gestures Pay attention and responds to the pictures or the words in books Enjoy making marks freely  <b>3-4 years</b> Enjoys making marks independently Joins in with a range of Nursery Rhymes, jingles and songs To be able to enjoy stories with adults, sometimes in a small group To begin to develop play around favourite stories using props Discriminates between different sounds. (Environmental and instrumental sounds) Talks about pictures in books	Shows an interest in photographs of themselves and familiar people and objects Identify where things belong in the environment Eg: where my bottle/coat/painting goes To be able to identify similarities and differences between themselves and peers. To make self-portraits. Children to begin to talk about significant events in their life. Harvest Talk about where vegetables grow? Look at the different places food comes from. To use senses to explore the world around them. Explore what happens to food when it's cooked. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image	<b>2-3 years</b> Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Explore their voices and enjoy making sounds. Move and dance to music  <b>3-4 years</b> Colour awareness and mixing Make simple models which express their ideas Creates sounds by rubbing, shaking, tapping, striking or blowing

<div>Key Texts</div> <div></div>	<div>Key Themes – Settling In/Who Am I?</div> <div></div> <div><div>Settling In</div><div>Establishing a routine Getting to know each other. Asking for help Celebrating achievements</div></div> <div><div>Who Am I?</div><div>Naming our emotions Celebrating our differences Who is most important to us</div></div>		<div>Key Vocabulary</div> <div><div><div>Happy</div><div>Calm</div><div>Angry</div><div>Amazing</div></div><div><div>Scared</div><div>Sad</div><div>Different</div><div>Help</div></div></div>
<div>Wild Tribe</div> <div>Settling in. Learning boundaries and following Instructions. Colours in the environment. Listening ears and keeping safe.</div>	<div>Healthy Movers</div> <div>Settling in. Exploring the school environment. Keeping our bodies moving. Feeling fit and healthy.</div>	<div>Ways to Support at Home</div> <div><ul style="list-style-type: none"><li>• Share stories with your child every day, name the characters and pictures.</li><li>• Sing and rhyme with your child every day, perhaps missing a word and allowing them to fill in the gap. Encourage using actions with their hands.</li><li>• Recognise their emotions and help name them.</li><li>• Encourage practicing the Makaton signs shared on class dojo.</li><li>• Help name the read write inc pictures shared on class dojo.</li><li>• Send in appropriate clothing, boots and waterproofs.</li><li>• Let the team know of any extra support your child may need.</li></ul></div>	<div>Read Write Inc</div> <div>RWI - Tuning into sounds (auditory discrimination).</div> <div>'Name the pictures' - Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real and cartoon images that represent initial sounds.</div> <div>Fred Games – Fred says feelings, body parts and actions.</div>