



OUR DRIVERS: **Spiritual, Moral, Diversity & Beliefs** **Communities & Environment** **Life Skills** **Personal, Social & Emotional Well Being**



Prime Area: Personal, Social and Emotional Development

- To know how it feels to belong and that we are similar and different.
- To know how to recognise and manage my feelings.
- To enjoy working with others to make school a good place to be.
- To know why it is good to be kind and use gentle hands.
- To know children's rights means we should all be allowed to learn and play.
- To know what being responsible means.
- To know how to keep our hands and teeth clean.
- To know the behavioural expectations in the class and the boundaries set.

Prime Area: Communication and Language

- To complete baseline assessments.
- To complete settling in activities.
- To know how to make friends.
- To talk about experiences that are familiar to them.
- To share our passions / goals / dreams.
- To learn about family routines and special occasions.
- To show an interest in the lives of other people.
- To follow instructions (settling in, putting my things away).
- To develop vocabulary.

Prime Area: Physical Development

- To develop fine motor skills through threading, cutting, weaving and playdough.
- To know how to manipulate objects with good fine motor skills.
- To know how to hold a pencil/paint brush beyond whole hand grasp.
- To know how to take shoes off and put them on.
- To take part in 'Squiggle While you Wiggle' focusing on up and down and left to right movements.
- To know how to take part in Welly Walks navigating various terrains successfully.

Sunflower Class



Autumn Term 1

- Key Events
- Weekly Autumn welly walks (no cost involved)
- Harvest Service – Friday 23rd September at 2.30pm
- Parent's Evening – 17th and 18th October

Specific Area: Expressive Arts and Design

- To know songs for the Harvest Festival.
- To join in with songs.
- To know how to mix colours.
- To know how to build stories around toys (small world) and use available props to support role play.
- To know how to build models using construction equipment.
- To know how sounds can be changed, tapping out of simple rhythms.
- To know how to play pitch matching games, humming or singing.
- To draw a self-portrait (enclosing lines): draw definite features.
- To know how to do an observational drawing of a pet.

Specific Area: Mathematics

- To complete baseline assessments.
- To know how to match, sort and compare amounts.
- To know how to compare size, mass and capacity.
- To know how to explore patterns.

Specific Area: Literacy

- To know how to handle books correctly and follow print left to right, top to bottom.
- To know how to locate the title.
- To know that you can segment and blend words orally.
- To know that words can rhyme.
- To know how to show a preference for a book, song or rhyme.
- To know that they will develop a preference for a dominant hand and know how to use the tripod grip.
- To know how to mark make, giving meaning to marks and labelling.
- To know how to write their name using correct formation.

Specific Area: Understanding the World

- To discuss their family commenting on photos; naming who they can see and of what relation they are to them.
- To know about the lives of other people who are familiar to them.
- To know that all families are different.
- To know that people have different beliefs and celebrate special times in different ways.
- To talk about what they do with their family and places they have been with their family.
- To know that there are similarities and make comparisons between other families.
- To show an interest in different occupations and ways of life.
- To draw a simple map (journey to school).
- To know about aspects of our familiar world such as the place where we live or the natural world.



Foundations Stage – Autumn 1 ~ Knowledge Organiser

Enquiry Question: Who am I and who are my family?



Subject Specific Vocabulary	
Rules & Routines	These ensure that we are all kept happy and safe
Self portrait	A picture that we do of ourselves
Unique	We are all different and one of a kind
Family	People you live with and care for you
Family Tree	A diagram that shows all of your family
Community	A group of people living in the same place or having a particular characteristic in common.
Safe	protected from or not exposed to danger or risk
Autumn	The season of the year between summer and winter; Autumn.
Harvest	The gathering of ripe crops.
Change	To make different; seasons changing- what differences do you see?
Seasons	One of the four parts of the year; spring, summer, autumn, and winter.
Pumpkin	A large, round, orange fruit that is associated with autumn. Woodland: land covered with woods; forest.
Conker	A brown, inedible nut encased in a spiky husk produced by a horse chestnut tree.
Woodland	Land covered with woods; forest.
Diwali	A Hindi celebration.

Key Knowledge

We are all the same, yet different.
 We know how we fit into our local world.
 We know we have choices and that these can lead to different consequences.
 We know that there are routines and expectations in school.
 We can recognise changes in what we can do now with what we could do before.
 We can identify emotions—happy, sad, frustrated, excited. We know how to care for our learning environment.
 Our family is unique, children will talk about their family and people who are special to them.
 A self-portrait is a picture we can do of ourselves.
 There are people in our community that help to keep us safe.
 There are different religions.
 Diwali is a new year celebration and is known as the festival of lights.

