

Saplings Curriculum Information – Autumn 1

Communication and Language Key texts: Peekaboo Mirror Baby Head, Shoulders, Knees and Toes My Mum is Fantastic My Dad is Brilliant First Festivals- Diwali Main outcomes: Begin to listen in a 1-1 situation Show an interest in a familiar story and listen with increasing attention Share and explore photographs of people who are important to me Respond to some simple instructions linked to my routines Explore my learning environment with support
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Literacy Explore nursery rhymes, joining in with some actions Use some actions from familiar stories Join in with familiar songs and nursery rhymes using preferred methods of communication Sensory mark making Make marks on a large scale

Forest School Exploring nature firsthand Learning to negotiate the outdoor space Using natural resources such as conkers, acorns, and blackberries to learn through play

Marvellous Me



Expressive Arts and Design Exploring colour and making marks in paint Songs and rhymes (rhyme time) joining in and copying actions Exploring instruments and playing instruments to music (shaking, tapping) Coloured water-play Explore light box and colour pallets Printing with food Dancing to traditional music used to celebrate Diwali

Understanding the World

Exploring mirrors - looking and showing interest in who I am

Exploring photographs of me and the people I know

Head, shoulders, knees, and toes- show an awareness of my body parts

Experience different sensory experiences and begin to show a preference

Explore and experience photos from the past and the present (baby photos)

Join in with special events (Diwali, Birthdays)

Explore family customs and routines

Life Skills

Focus on transitions- moving around the classroom and outside environment

Changing activities and working with the adults in my class

Maths Numbers in my environment Finding my way around my classroom and outdoor learning environment Exploring numbers through songs, rhymes, and practical activities Exploring colours, sorting, and matching Show an awareness of my daily routine ("Now and next" and Visual timetable to support)
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PSED Seek out familiar adults when I need them Recognise the people in my class Develop a sense of belonging through familiar routines and experiences with familiar adults Know my way around the classroom and outdoor learning environment Show awareness of my daily routine (supported by visuals including visual timetables and staff lanyards)

Physical Move in a range of ways Move freely and with confidence Move my body, changing shape, position, and pace of movement Explore making marks with a variety of mediums
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PSHE /RE Rules, routines, and expectations in my new class Show an awareness of my peers and the adults in my class. Join in with special events/festivals
