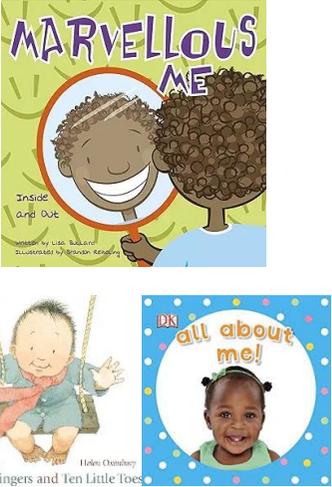
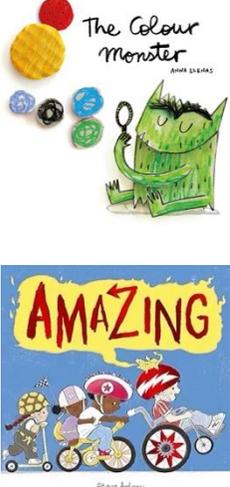
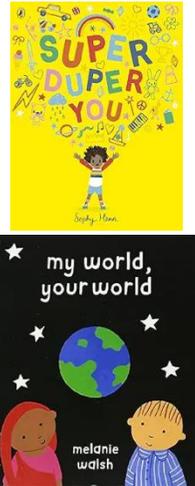
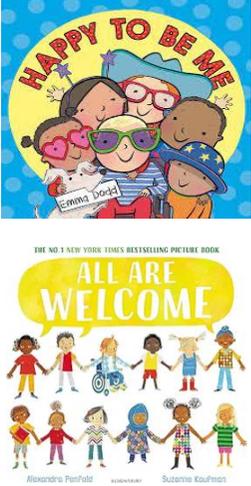


Manor Park First School

Term **1** / 2 / 3 / 4 / 5 / 6 **Autumn** / Spring / Summer

Title of the topic: Marvellous me!

Blue- Acorns Green- Pine Cones (school starters)

Week	Week 1 WB: 02.09.2025	Week 2 WB: 08.09.2025	Week 3 WB:15.09.2025	Week 4 WB:22.09.2025	Week 5 WB:29.09.2025	Week 6 WB:6.10.2025	Week 7 WB:13.10.2025	
Events					Tuesday 30 th September communication and language coffee morning 9am. All families invited!	New children, parent consultations.		
Focus	<p style="text-align: center;">Weeks 1&2</p> 		<p style="text-align: center;">Week 3&4</p> 		<p style="text-align: center;">Week 5&6</p> 		<p style="text-align: center;">Week 7</p> 	

<p>PSED</p>	<p>*Establish their sense of self. *Express preferences and decisions. *Find ways of managing transitions, for example from their parent to their key person. *Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. *Begin to show '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. *Be increasingly able to talk about and manage their emotions. *Recognise and are calmed by a familiar and friendly voice.</p> <p>*Begin to show '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. *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. *Beginning to manage their emotions. *Beginning to talk about their emotions e.g. 'sad', 'happy' or 'upset'. *Learning to use the toilet with help *Develop their sense of responsibility and membership of a community. *Learning to use the toilet independently. *Can wash their hands independently. *Feel confident to explore the environment with a familiar adult. *Play with increasing confidence on their own, and with other children. *Become more outgoing with unfamiliar people, in the safe context of their setting. *Show more confidence in new social situations. *Can talk about the importance of hand washing. *Can talk about the importance of oral health.</p>						
<p>This half term is all about settling or re-settling your child into Preschool and reacquainting themselves with friends and getting to know new ones. We will be spending time getting to know your child with our 'Marvellous Me" topic. Children will be asked to talk about their family with a focus on their listening and speaking skills. We will be focusing on our Preschool expectations which are linked to our mission statement of love for God, love for one another and love for learning.</p>							
<p>My Happy Mind</p>	<p>We use a scheme called My Happy Mind to help to support children's personal social and emotional development, as well as supporting their mental health and wellbeing.</p>						
<p>Week 1 Understanding my emotions</p>	<p>Week 2 Understanding my emotions</p>	<p>Week 3 Understanding my emotions</p>	<p>Week 4 Understanding emotions of others.</p>	<p>Week 5 Understanding emotions of others.</p>	<p>Week 6 Understanding emotions of others.</p>	<p>Week 7 Understanding emotions of others.</p>	
<p>PD Gross motor skills</p>	<p>Gross motor *Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. *Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. *Clap and stamp to music. *Build with a range of appropriate resources, with support. *Begin to run, jump and climb with support *Sit on a push-along wheeled toy</p> <p>Self care/health *Try a wider range of foods with different tastes and textures. *Show an increasing desire to be independent, such as wanting to feed themselves *Learn to use the toilet with help, and then independently.</p> <p>Gross motor *Can run confidently. *Can kick a ball. *Can jump with both feet off the ground at the same time. *Can catch a large ball. *Can pedal a tricycle. *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</p> <p>Self care/health *Learn to use the toilet independently.</p>						
<p>PE</p>	<p>Week 1 Theme: witches and wizards To move safely and sensibly in a space</p>	<p>Week 2 Theme: witches and wizards To move safely and sensibly in a space</p>	<p>Week 3 Theme: pirates To develop moving safely and stopping with control.</p>	<p>Week 4 Theme: mythical creatures To use equipment safely and</p>	<p>Week 5 Theme: to the castle To use different travelling actions whilst following a</p>	<p>Week 6 Theme: superheroes To work with others cooperatively and play as a group.</p>	<p>Week 7 Theme: monsters To follow, copy and lead a partner.</p>

	with consideration of others.	with consideration of others.		responsibly.	path.		
<p>PD Fine motor</p> <p>Here are some of the activities that the children will take part in to support their fine motor development</p>	<p>Fine motor</p> <p>*Build with a range of appropriate resources, with support.</p> <p>*Begin to manipulate and control materials.</p> <p>* Explore different materials and tools</p> <p>Fine motor</p> <p>*Explores different materials and tools.</p> <p>Develop manipulation and control, for example tearing paper.</p> <p>*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.</p> <p>*Forms the pre-writing shapes. *Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house. *Draws circles, horizontal/vertical lines. *Cuts straight lines with scissors/snippers.</p>						
	 <p>Children will take part in a variety of activities which will support their fine motor development. Activities to develop their hand and eye coordination, manipulate and control a range of tools, develop strength in their wrists and fingers, be able to make snips in paper using scissors and be able to hold a pencil and show good control are the skills that we will be developing/supporting children with.</p>						
<p>Literacy and Communication and Language</p>	<p>Communication and Language</p> <p>*Enjoy singing, music and toys that make sounds. *Copy gestures and words. *Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. *Watch someone's face as they talk. *Copy what adults do, taking ‘turns’ in conversations *Try to copy adult speech and lip movements. *Listen and respond to a simple instruction. *Use single words during play. *Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. *Understand simple instructions like “give to mummy” or “stop”.</p> <p>*Recognise and point to objects if asked about them. *Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Reading</p> <p>*Enjoy songs and rhymes, tuning in and paying attention. *Say some of the words in songs and rhymes. *Enjoy sharing books with an adult.</p> <p>Writing</p> <p>*Enjoy making marks with a range of resources</p> <p>Communication and Language</p> <p>*Can listen to simple stories and understand what is happening. *Can understand simple questions about ‘who’, ‘what’ and ‘where’. *Can identify familiar objects and properties, for example: Can you show me the big boat? *Can understand simple instructions like ‘Where’s your hat?’ or ‘What’s the boy in the picture doing?’</p>						

*Can understand action words by pointing to the right picture in the book. For example: 'Who's jumping?'

*Can follow instructions with three key words. *Listen to other people's talk with interest but can be easily distracted by other things. *Start to develop a conversation, jumping from topic to topic. *Start to say how they are feeling, using words as well as actions. *Can use around 300 words demonstrating understanding of time e.g. 'now' and 'later', *Can link 5 words together. *Can use pronouns – 'me', 'him', 'she'. *Can use prepositions – 'in', 'on', 'under'.

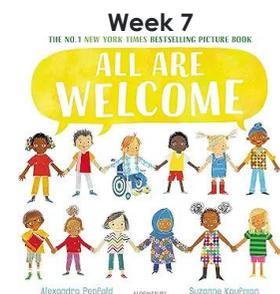
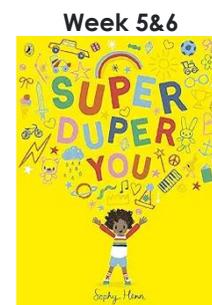
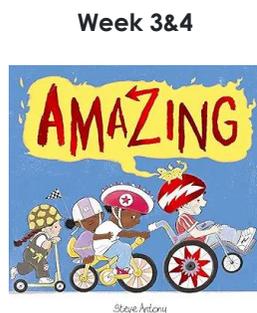
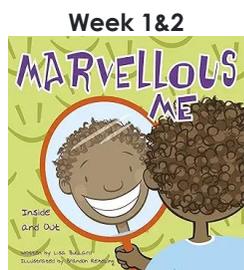
Reading

*Enjoy sharing books with an adult. *Repeats words and phrases from familiar stories. *Asks questions about a book. *Beginning to develop a narrative about a book they have read using props in play. *Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom *Name the characters from a familiar story. *Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.

Writing

*Enjoy drawing freely. *Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.' *Make marks to represent their name. *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; write 'm' for mummy.

Focus texts



Outcomes

By engaging with this text, the children will develop a stronger sense of self-awareness and personal identity, gaining the confidence to talk about themselves, their likes and dislikes, and what makes them unique. The book supports the development of positive self-esteem by encouraging children to celebrate their individuality while also fostering respect and empathy for others. As children listen to and discuss the story, they will enhance their communication and language skills, expand their emotional vocabulary, and begin to understand how their thoughts and feelings contribute to who they are. The story also promotes

By reading this book, the children will develop an appreciation for diversity, inclusion, and the importance of celebrating differences. The story, which follows a young boy and his pet dragon, gently introduces the idea that everyone is unique and that our differences are what make us special. Through engaging illustrations and simple, relatable text, children will strengthen their understanding of friendship, empathy, and acceptance. The book supports social-emotional development by encouraging positive self-image and respect for others,

This book will support the children in developing a strong sense of self-worth, individuality, and emotional understanding. This vibrant and uplifting story celebrates the many different aspects of a child's personality - from being loud and wild to quiet and thoughtful - helping children recognize that all feelings and traits are valid and valued. As children engage with the book, they will build self-esteem by identifying and expressing what makes them special, while also learning to appreciate those qualities in others. The story encourages children to embrace

By reading *All Are Welcome* by Alexandra Penfold, the children will develop a strong sense of inclusion, belonging, and respect for diversity within their classroom and wider community. The book's message - that everyone is valued regardless of their background, appearance, or abilities - encourages children to embrace differences and celebrate what makes each person unique. Through rhythmic, engaging text and rich illustrations, children will build their understanding of kindness, acceptance, and friendship. This story supports social-emotional

	<p>body awareness by helping children identify basic body parts and understand their own physical characteristics.</p>	<p>helping children to see the value in both their own abilities and those of their peers. The story promotes communication and language development as children learn to express their thoughts, ask questions, and share ideas about identity, feelings, and fairness.</p>	<p>their uniqueness and to be proud of who they are, which supports their social-emotional development and confidence. <i>Super Duper You</i> provides a joyful platform for promoting self-expression, empathy, and individuality within the early years setting.</p>	<p>development by reinforcing the idea that all children have a place and a voice, promoting a safe and welcoming environment. It also encourages language development as children explore new vocabulary related to identity, culture, and community.</p>
<p>Other texts</p>				
<p>Phonics- Pine Cone children</p>	<p>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, such as money and mother</p> <p>Children will have a range of opportunities to develop their phonetic knowledge in our provision and adult led small group activities. Children will be taught to focus on the following areas- listening and tuning into sounds, sound discrimination and rhythm and rhyme.</p>			
<p>Maths- Acorn children</p>	<p>Combine objects like stacking blocks and cups</p> <p>Put objects inside others and take them out again</p> <p>Take part in finger rhymes with numbers.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Say number names</p> <p>Our Acorn children will be learning number rhymes and beginning to say numbers in order and use them during their play. They will be completing puzzles and learning to build using a range of resources. They will be exploring and manipulating a range of construction resources in order to build, stack and order.</p>			
	<p>*Explore colour and colour mixing</p> <p>*Make comparisons between objects relating to size</p> <p>*Complete inset puzzles</p>			

Maths- Pine Cone children	*Compare sizes using gestures and language: 'bigger/little/small'						
	Week 1 Nursery rhymes: - One, two buckle my shoe - 5 little speckled frogs - One finger one thumb - 1,2,3,4,5 once I caught a fish alive	Week 2 More than, fewer than, same	Week 3 More than, fewer than, same	Week 4 Explore and build with shapes and objects	Week 5 Explore and build with shapes and objects	Week 6 Explore repeats	Week 7 Explore repeats
Understanding the World	*Repeat actions that have an effect. *Explore materials with different properties. *Explore natural materials, indoors and outside. *Make connections between the features of their family and other families. *Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. *Manipulate and play with different materials. *Begin to make sense of their own life-story and family's history *Notice differences between people. *Explore materials with different properties. *Explore natural materials, inside and out *Repeat actions that have an effect. *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.						
	<p>Children will be developing their understanding of themselves and others. They will be talking about what they look like and how this might be the same or different to other people (for example eye and hair colour).</p>  <p>Children will make face biscuits linked to this.</p> <p>We will explore our school and school grounds. We will observe nature and will focus on how the season is changing to Autumn. We will develop children's vocabulary and understanding through a range of hands-on experiences. We will share our photos of our families and will listen to others. We will begin to be able to talk about what makes our families the same/different We will talk about our interests and the things we are good at.</p>						
RE	<p>The children will be introduced to a selection of Bible stories. Through a variety of engaging and age-appropriate activities—including storytelling, songs, role-play, crafts, and discussion—they will begin to explore the themes and values within these stories, helping to develop their understanding of faith, kindness, and making good choices.</p> <p>The stories shared this half term will be: Noah's Ark, Jonah and the Whale and The Good Samaritan.</p>						
	*Show attention to sounds and music.						

Expressive Arts and Design

Here are some of the activities that the children will be taking part in

- *Explore their voices and enjoy making sounds. *Join in with songs and rhymes, making some sounds.
- *Make marks intentionally.
- *Explore paint using fingers and other parts of their bodies as well as brushes and other tools.
- *Explore different materials, using all their senses to investigate them.
- *Manipulate and play with different materials.
- *Make simple models which express their ideas.
- *Explore different materials freely, in order 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.
- *Join in with songs and rhymes, making some sounds.
- *Explore a range of instruments and play them in different ways.
- *Use objects as representations in pretend play, e.g. a child holds a wooden block to their ear and pretends it is a telephone.
- *Remember and sing entire songs.
- *Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.
- *Take part in simple pretend play, using an object to represent something else even though they are not similar



Children will be drawing pictures of the people that are in their family, using a range of resources in order to complete their picture. They will use mirrors and will look at themselves and will talk about the colour of their hair/eyes etc. They will paint a picture of themselves and will talk about what they have painted.



They will manipulate playdough to create faces

We will be learning a range of songs linked to our theme. We will explore musical instruments and movement.

We will experiment with colour mixing and the changes we observe when they are mixed. Children will also be able to make their own paint using powder paint.



We will be making our own homes using a range of resources. Children will be taught new skills on how to cut, attach and extend their creations. We will draw around one another and use a variety of resources and techniques to decorate one another. We will talk about our bodies and the functions of our body.

