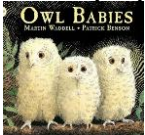
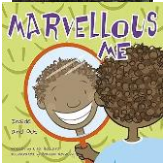
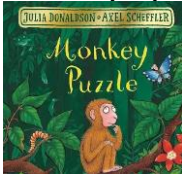
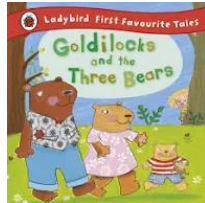
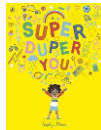
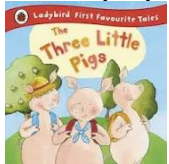
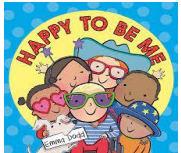
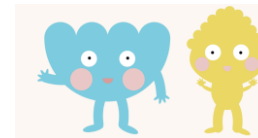


Manor Park First School

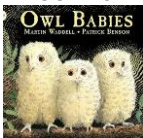
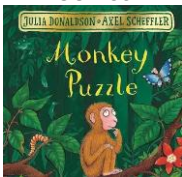
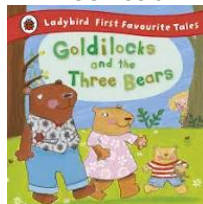
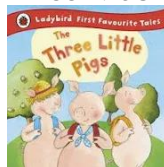
Title of the topic: Marvellous me!

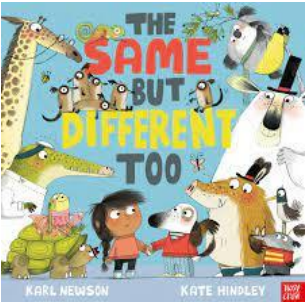
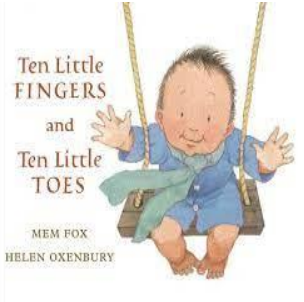
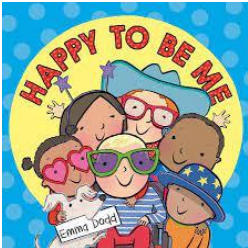
Blue- Acorns Green- Pine Cones (school starters)

Week	Week 1 WB: 31.08.2026 Starting on Wednesday 3rd	Week 2 WB: 07.09.2026	Week 3 WB:14.09.2026	Week 4 WB:21.09.2026	Week 5 WB:28.09.2026	Week 6 WB:5.10.2026	Week 7 & 8 WB:12.10.2026
Events						New children, parent consultations.	Thursday 15 th October at 9am communication and language coffee morning. All families invited!
Focus	Weeks 1&2 Key text- Owl babies Focus- nursery rhymes-  		Week 3&4 Key text- Monkey Puzzle Focus nursery rhymes-  		Week 5&6 Key text- Goldilocks and the three bears Focus nursery rhymes-  		Week 7 Key text- The three little pigs Focus nursery rhymes-  

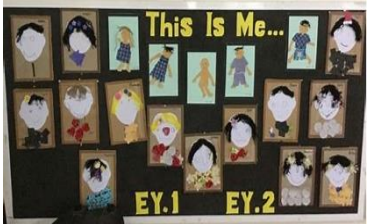
PSED	Personal, Social and Emotional Development Characteristics of Effective Learning - Learning animals – Listening Lion and Exploring Elephant Our key focus this term will be: • Settling your children into our pre-school environment. • Building secure relationships with key adults. • Developing a sense of belonging within the setting. • Learning to recognise and expressing feelings and emotions. • Developing confidence and self-esteem. • Begin to follow simple routines and expectations. • Developing independence in self-care tasks. • Playing alongside and with other children. • Learning to share and take turns with support. • Celebrating similarities and differences between themselves and others.			
My Happy Mind	We use a scheme called MyHappyMind to help to support children's personal social and emotional development, as well as supporting their mental health and wellbeing.			
	Meet Your Brain We will meet Bert and Betty. The module is focused on teaching children the following key concepts: Our brains help us with lots of different jobs. We need to look after our brains for us to be at our best. When we learn something new, our brain remembers it for next time. 			

Fine motor	• Build with a range of appropriate resources, with support. • Begin to manipulate and control materials. • Explore different materials and tools <u>Fine motor</u> • Explores different materials and tools. • Develop manipulation and control, for example tearing paper. • 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. *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.
Continuous provision	 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.
Communication and Language	<u>Communication and Language</u> • 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. • 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". *Recognise and point to objects if asked about them. <u>Communication and Language</u>

	• 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?' • 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 link 5 words together. • Can use pronouns – 'me', 'him', 'she'. • Can use prepositions – 'in', 'on', 'under'. Writing • Enjoy making marks with a range of resources 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	Week 1&2 	Week 3&4 	Week 5&6 	Week 7 &8 
Outcomes	Communication and Language • Listen to and enjoy <i>Owl Babies</i>. • Talk about the owl characters and how they feel. • Learn and use new words from the story. • Talk about our	Communication and Language • Listen and enjoy the story- some children may start to respond to questions about the story. • Talk about what makes us special. • Learn and use the words from the story. • Retell parts of the story using pictures, props or puppets. • Use new vocabulary to describe animals and their features.	Communication and Language • Listen to and enjoy <i>The Three Bears</i>. • Join in with repeated words and phrases. • Talk about the characters and what happens in the story. • Learn new words such as <i>big, small, hot, cold, soft and hard</i>.	Communication and Language • Listen to and enjoy <i>The Three Little Pigs</i>. • Join in with repeated words and phrases. • Talk about the characters and what happens in the story. • Learn new words such as

	families and people who are special to us. - Join in with repeated words and phrases. - Talk about what happens in the story. Mark Making - Draw and make marks inspired by the story. - Draw pictures of owls, nests and trees. - Make marks to represent ourselves and our families. - Explore different mark-making tools and materials. - Talk about the marks and pictures we make.	Mark making - Draw and make marks inspired by the story. - Draw pictures of monkeys, butterflies and other animals. - Make marks to represent ourselves and our families. - Explore different mark-making tools and materials. - Talk about the marks and pictures we make.	- Talk about our own families and homes. - Begin to talk about how the characters feel. - Retell parts of the story using props, puppets or pictures. Mark making - Explore mark making through the story. - Draw pictures of the bears and their home. - Make marks to represent different-sized bears. - Explore lines, circles and patterns. - Use different tools and materials to make marks. - Talk about our drawings and the marks we have made.	<i>pig, house, straw, sticks, bricks, strong and blow.</i> - Talk about different homes and what makes them special. - Begin to talk about how the characters feel. - Retell parts of the story using props, puppets or pictures. Mark Making - Explore mark making through the story. - Draw pictures of the pigs, houses and the wolf. - Make marks to represent different types of houses. - Explore lines, circles and patterns. - Use different tools and materials to make marks. - Talk about our drawings and the marks we have made.
Other texts	   			

Reading	<u>Reading</u> • Enjoy songs and rhymes, tuning in and paying attention. • Say some of the words in songs and rhymes. • Enjoy sharing books with an adult. <u>Reading</u> • 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. • 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.
Phonics - Pine Cone children	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. 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. Introduce children to our Pip and Pap rainbow books
Maths- Acorn children	• Combine objects like stacking blocks and cups • Put objects inside others and take them out again • Take part in finger rhymes with numbers. • Build with a range of resources. • Complete inset puzzles. • Say number names 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.
Maths- Pine Cone children	• Explore colour and colour mixing • Make comparisons between objects relating to size • Complete inset puzzles • Compare sizes using gestures and language: 'bigger/little/small'

	through prayer and why God is special to them. The learning will encourage children to develop curiosity, wonder and respect for different beliefs while making connections to their own experiences of love, care, belonging and special people.
Expressive Arts and Design Here are some of the activities that the children will be taking part in	• Show attention to sounds and music. • 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. • Manipulate and play with different materials. • 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. • Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.  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.

