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At Long Wittenham School we show our love through kindness, determination and curiosity; strengthening ourselves and our community.

'... with all your heart and with all your soul and with all your strength and with all your mind' Luke 10:27

Acorn Class Autumn One 2025

What makes me amazing?

What makes you special? What do I look like? What do I like to do? What are my talents? What are my ambitions?
Can you tell me about your family? Do you want to be friends? Would you like to play with me? What makes you special?

We will be exploring:

- friendship
- being kind
- being helpful
- cooperation
- similarities and differences
- our families
- roles in society



This term we will explore the theme of friendship and families and roles in society through a range of stories.

Each story will form the basis for a week of work and will act as a 'hook' to underpin all of the learning for each week.

Meaningful Experiences

We will explore our new environment by going on a tour of the school to meet all of the adults that will be important to us at school.

We will go on treasure hunts and follow maps to explore our new surroundings.

We will play games together to find out more about our new friends and will start to build our class identity through these activities.

Autumn 1

Communication and Language	Personal, social and emotional development	Physical Development	Literacy
<p>To develop our communication and language skills we will:</p> <ul style="list-style-type: none"> • Listen attentively to stories and talk about the main characters and events. • Begin to retell familiar stories using language acquired from the story. • Join in with and recite simple songs and rhymes. • Learn what makes a good listener and decide on our own listening rules. • Begin to speak confidently as part of a familiar group to share our thoughts and ideas. <p>Each week will focus on a new story and learn a related rhyme. These will underpin our learning in communication and language as well as literacy.</p> <p>Week 1: The Family Book and If you're happy and you know it. Week 2: It's a George Thing and Heads, shoulders, knees and toes Week 3: The Colour Monster and I've got a grumpy face. Week 4: Monkey Puzzle and 5 Monkeys jumping on a bed. Week 5: Clothes Line Clues to the jobs people do and The Sorcerer's Apprentice Week 6: What jobs could you do? and Have you ever seen? Week 7: Little Red Hen and Big red combine harvester.</p>	<p>To develop our personal, social and emotional skills we will:</p> <ul style="list-style-type: none"> • Talk about what makes us unique and how this makes each person special • Talk about what makes us happy • Understand that we are all different and what make one person happy may make another sad. • Talk about the characters in the stories we have read and highlight their qualities and how these compare to our own • Decide on the qualities needed to be a good friend • Learn how to be helpful and create a class jobs board to allocate classroom responsibilities. • Expand our vocabulary around emotions and friendships so that we can talk about our feelings. <p>Through the stories that we are exploring we will talk about friendship, being kind and helpful, loneliness, enemies, and the things we like.</p> <p>We will also spend time settling into classroom routines and talking about the learning behaviours that are expected in the classroom and around school.</p> <p>We will be learning about our school vision and considering what that looks like within the classroom.</p>	<p>To develop our physical skills we will:</p> <ul style="list-style-type: none"> • Demonstrate our fine motor skills by using a pencil to create pictures and explore the pre-handwriting skills of making clockwise and anti-clockwise movements creating lines, spirals, circles and arches. • Begin to form the letters in our names as well as some of the letters we are encountering in our phonics lessons. • Use our fine motor skills to manipulate construction materials, such as Lego, to create models • Use scissors to make cuts in paper progressing to following lines to create pictures. • Use our gross motor skills to move around our outside area using the wheeled vehicles as well as building models on a larger scale using crates and blocks. <p>In our P.E lessons we will be working on our fundamental movement skills. We will be exploring balance, co-ordination and agility as we learn to move in different ways and negotiate the space whilst engaging in activities as a class.</p>	<p>To develop our Literacy skills we will:</p> <p>Listen to rhyming stories and identify words that rhyme. Join in with repeated refrains and make predictions based on repetitive language and rhymes seen in a story.</p> <p>Demonstrate our ability to recognise and begin to write our name. Draw pictures of our favourite activities and talk about what makes us unique.</p> <p>Discover new words to describe ourselves, and use sentences to compare and contrast with each other.</p> <p>In Phonics we will:</p> <p>Develop our phonological awareness by exploring rhythm, rhyme and alliteration as well as beginning to explore oral blending and segmenting.</p> <p>Begin to learn phoneme/grapheme correspondences for the first sets of sounds using Little Wandle Letters and sounds revised. This term we will learn: s a t p i n m d g o c k c k e u r h b f l and the tricky word is, I and the.</p> <p>As we learn each sound, it will be added to your child's sound book to practise at home.</p>

Maths	Understanding the World	Expressive arts and design	How can you help at home?
<p>To develop our maths skills we will: Focus on developing a deep understanding of the numbers to 5 including the composition of each number. Develop of proficiency in the fundamental counting principles: Stable Order - numbers must be recited in order. 1:1 Correspondence - each object should be counted once and you should say 1 number for each object. Subitising - seeing a total without counting. Cardinality - the last number you say gives the total. Abstraction - You can count anything; its size and shape does not change the quantity. Order Irrelevance - Objects can be counted in any order and the total will be unchanged.</p> <p>Week 1 - Baseline Week 2 - Subitising within 3 Week 3 - Counting principles: 1:1 correspondence, ordinality and cardinality Week 4 - Composition of 3 and 4 Week 5 - Subitising within 5 including abstraction Week 6 - Comparing sets using the language of comparison: more than and fewer than Week 7 - Counting principles - Order irrelevance and fixed arrangements. In addition to this we will consider different units of measurement as we compare ourselves by looking at the size of our hands and feet as well as how tall we are.</p>	<p>This term we will focus on the people, culture and communities strand of the EYFS framework as we learn about our family, friends and the people who help us in school.</p> <p>To develop our skills in this area we will:</p> <ul style="list-style-type: none"> • Explore our school environment ensuring that we know who is available to help us whilst we are in school. • Talk about our family and what makes each family member important to us. • Compare and contrast the families, friendships and communities we encounter in the books that we are reading and compare them to our own. • Learn about our own personal chronology as we explore key events in our lives to date. • Explore the roles and occupations of important people in society. • Learn about and prepare for the Harvest Festival. 	<p>This term we will be learning how to access the creative areas both inside and outside. We will aim to become independent in our selection and use of creative materials by putting on our own aprons and selecting the resources we need for a task.</p> <p>To develop our skills in this area we will:</p> <ul style="list-style-type: none"> • Use paints and paintbrushes to create our own self-portraits. • Explore different colours as we create friendship colour pictures by painting collaboratively with others. • Mould and shape dough as we create keepsakes and gifts to give to our friends and family. • Draw pictures to create a family tree/portrait. • Use scissors to create pictures and works of art including drawing around our hands and cutting out the shapes to create friendship tree. • Explore drawing and sketching as we aim to draw pictures that include increasing detail. 	<p>Share books about starting school and making new friends.</p> <p>Talk about your family and friends. Help your child to create a 'friends and family' tree using photographs. Use different coloured lines to draw links that represent family, friends or acquaintances.</p> <p>You could also create a 'treasure chest' out of the things that make you 'you'. Which possessions couldn't you cope without?</p> <p>Hunt for the numbers that can be found all around you. Create a collection of representations of each of the numbers to 5.</p> <p>Share your child's phonics book with your child to support them to recognise the sounds that they are learning in class.</p>
<p>Key Vocabulary Words associated with emotions: Happy, sad, excited, anxious, angry, tired, shy, confused, surprised, nervous. Words associated with family: Mum, Dad, brother, sister, Aunt, Uncle, cousin, Grandma, Nan, Grandad. Words associated with friendship: Kind, friendly, tolerant, co-operate.</p>			