

At Bassett House School, we incorporate all seven areas of learning into the Department for Education's Early Years Foundation Stage (EYFS) and endeavour to allow our pupils to go beyond and reach their full potential. We use Montessori methods to encourage the children to make their own choices, build confidence, self-esteem and foster creativity and independence.

Autumn Term: All About Me and My Family						
Communication and Language	Physical Development (Gross and Fine Motor Skills)	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
<ul style="list-style-type: none"> • Talk about families in circle time and share pictures while listening to others in small groups or one-on-one conversations. • Create and share a completed book: 'My Special People Booklet' in the reading area. • Create stories using puppet shows about their families and special people. • Encourage children to talk about people who are special to them and why, using a speaking chair, and answer questions while they talk about their special people. • Create a display about special people and encourage children to think of descriptive words that best describe them. • Explore new vocabulary words related to the names and 'pet names' or nicknames of special people. Invite the children to share the terms of endearment used with 	<ul style="list-style-type: none"> • Make portraits of themselves. • Create bunting for the special people in children's lives. • Using play dough, provide rolling pins and cutters for children to use to cut out heart shapes. When dry, children could give them to someone special. • Skip, hop, stand on one leg, and hold a pose for a game like musical statues with their friends. • Play music and encourage the children to do healthy exercise with their peers. • Talk about healthy eating and discuss the benefits of eating fruits and vegetables every day. • Partaking in yoga sessions. • Provide activities for children to develop fine motor skills such as cutting, sticking, glueing and mark-making. • Use mark-making to express their feelings and emotions. 	<ul style="list-style-type: none"> • Discuss with the children that everyone has different people who are special to them and that they should respect other people's ideas and feelings. • Talk about friendship and discuss ways to show kindness to them. • Invite the children to share ideas about friendship and what makes a good friend. And think about strategies to address friends issues. • Create a friendship tree with paper leaves that the children can write on and draw on to describe their friends. • Create special 'jobs' for children. For example, hanging their own coats up, unpacking their bags, and self-registering on arrival • Talk and learn about different families, and complete the 'all about me' activity for children to share during group time. 	<ul style="list-style-type: none"> • Draw and write about people who are special to them using a 'My Special People Booklet (Matk making) • Explore capital and lower-case letters and how to use them in the names of special people. • Retell past events from stories and from own experience in chronological order, e.g. describing a day at school, describing what they did at the weekend, or talking about what happened in a story. • Join in by repeating refrains and anticipating key events and phrases in rhymes and stories, e.g. in songs, poems, familiar stories, and call-and-response games. • Discuss and compare routines at home and in school. • Learn to write for a purpose, e.g. making lists, labelling pictures and writing a sentence. • Writing a shopping list for Bassett Bear (mark-making) 	<ul style="list-style-type: none"> • Explore the composition of numbers, e.g. counting out a set of people or counting objects that could be found inside the classroom • Learn to count, recognise and order numbers to at least 10. • Compare the number of people shown in each family photo using 'more than' and 'less than. • Explore patterns using pegs and 2D and 3D shapes. • Use positional language to describe the different objects they could find in the classroom. • Match numbers to quantities of groups to at least 10. • Measure children's height using standard and non-standard units of measurement, have them compare their height, and discuss short and tall. • Name and describe 2D shapes. • Sort shapes and objects by colour and size. 	<ul style="list-style-type: none"> • Talk about and describe the special occasions and events with people who are special to them. • Discuss a variety of families and special people and make links to their personal experiences. • Build up vocabulary that reflects knowledge and experience; e.g., children can talk about family, what they know about it, what makes people special, and how we respond to people around us. • Discuss children's families and homes and the similarities and differences between them. • Identify and label the parts of the body. • Recognise similarities and 	<ul style="list-style-type: none"> • Create the 'About Me' self portrait using variety of materials, e.g. lolly sticks, crepe papers, yarns and scrap fabrics. • Write the names of their special people on heart-shaped paper. • Create stick puppets of themselves and their special people. • Decorate empty cardboard boxes to create memory boxes using craft materials, stickers, and photos of their special people. • Create a home corner role-play area for children to use where they can take on different roles, such as family members. They can recreate family events and routines, such as meal times, visiting other family members, or a special event. • Make a collage regarding the places they visited abroad and here in the UK.



<ul style="list-style-type: none"> their special people, such as grandma, granddad, Describe the places that they visited. 	<ul style="list-style-type: none"> Discuss how to manage own issues/problems with their friends/adults 	<ul style="list-style-type: none"> Participate in turn taking games with peers. Talk about what it means to feel worried and discuss what we can do to feel better. 	<ul style="list-style-type: none"> Taking part in rhyming songs and stories: think of rhyming words, e.g. sat-pat 	<ul style="list-style-type: none"> Measure objects using non standard units with their friends. 	<ul style="list-style-type: none"> differences between each other. Talk about the different technologies used at home and in school. 	<ul style="list-style-type: none"> Explore colour mixing.
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Home Ideas:

<ul style="list-style-type: none"> Discuss different jobs and people who help us (e.g. doctors, engineers) and talk about different workplaces Share stories – retell and act them out e.g. Be You! by Karl Newson, Family and Me by Michaela Dias-Hayes, From Head to Toe by Eric Carle, Guess How Much I Love You: Pop-Up by Sam McBratney and Not Now, Bernard by David McKee Talk about their recent holiday activities and encourage them to answer using complete sentences. Give your children responsibility to help with household chores—spraying the window cleaner and cleaning the windows is a favourite! Share story books e.g. The Crayons Go Back To School and talk about what is happening on each page Ask children to order the events of their day using first, next, then, and finally. Play games that encourage sharing and taking turns, help your child to understand its okay to lose! Allow your child to see you reading for pleasure or writing for a purpose, such as making shopping lists or writing birthday cards Talk about and explore the weather and seasons, for example, sunny, rain puddles, snow, wind, mist, autumn and winter to help extend your child's vocabulary. Talk about the shapes you see in and around your home. Give your child time to run, jump, climb and play outdoors!

Music	French	Gym & Games	Art
<ul style="list-style-type: none"> Singing - the Harvest Festival and Nativity My family/world - cross curricular activities Classical Music- Prokofiev - Peter and the Wolf Basic vocabulary: beat, rhythm, tempo, pitch Physically reacting to pitch and tempo Making up words to fit a tune Matching movement and music Beat and rhythm 	<p><u>Greetings</u></p> <ul style="list-style-type: none"> Bonjour/salut/au revoir Bonne nuit <p>Use of puppets</p> <p><u>The Farm</u></p> <ul style="list-style-type: none"> Identifying animals Animal noises Animal colours Old MacDonald Link to Peppa Pig <p>Colours - <i>bleu, rouge, vert, jaune</i></p> <p>Counting to 10 - review of numbers to 5</p> <p><u>Christmas</u></p> <ul style="list-style-type: none"> Neige Le père Noël Write <i>Joyeux Noel</i> in Christmas card 	<p><u>Gym</u></p> <p><u>Gymnastics - travelling and balancing</u></p> <ul style="list-style-type: none"> Follow the leader Different movements: running, walking, skipping, jumping, hopping and spinning <p>' jumping and twisting</p> <ul style="list-style-type: none"> Following instructions Jumping using apparatus (and safety) Movement on benches, beams, and box tops Musical statues with balancing <p><u>Games</u></p> <p><u>Ball Skills - Hand skills (individual and team)</u></p> <ul style="list-style-type: none"> Dribbling with the feet using a ball Stopping the ball with control Rolling a ball Catching a ball Catching and throwing with a partner] Rolling a ball under the arm 	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> Portraits Expressing likes All about me Harvest Paper chains <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> Primary colours Piet Mondrian Mixing colours Paint The colour wheel



		<ul style="list-style-type: none"> • Passing a ball from one arm to another • Bouncing a ball 	
Spanish	Drama		
<ul style="list-style-type: none"> • To learn greetings in Spanish—how to introduce myself • Numbers up to 5. • Colours. • Introduce some members of the family (mum, dad, sister, and brother) • Introducing some adjectives • Introducing some everyday verbs (To Eat, To Drink, to like, etc.) 	<ul style="list-style-type: none"> • Talk about live theatre performances • Discuss main characters • Simple improvisation • Create body statues • Simple moving statues • Acting out as alligators • Mimicking • Puppet work <p><u>Production - rehearsal & performance</u></p>		