



Colton Autumn 1 2024 MTP

Possible topic areas
(based on children's
interests in past
years).

Autumn, home, family, feelings, Seasons, Hibernation, Habitats, All about me,

Possible Books





Theme specific
vocabulary

Family, home, houses, happy, sad, scared, frightened, school, friends, colour, skin, autumn, leaves, different, same, change, weather, place,

Tier Two
Taught Vocab

Country, place, city, feelings, emotions, anxious, seasons, habitat, temperature, unique, town, village, country,



Area & Curriculum Goal	Objectives/ Skills	Revisit/ ongoing throughout the year	Vocabulary/ question bank
 Communication and Language: CURRICULUM FOR LIFE: EFFECTIVE COMMUNICATORS	Listening, Attention & Understanding To understand how to listen carefully and why listening is important. To engage in story times, rhymes, and songs. To maintain attention in whole class sessions. To understand 'why' questions. Speaking: To speak in sentences, using 4-6 words or more. To use talk to organise play and engage others.	To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems. To make use of newly learnt vocabulary when speaking. To be able to express their ideas and feelings related to their experiences. To enjoy learning, and listening carefully to, rhymes, poems, stories, and songs, paying attention to how they sound. To be able to use a range of social phrases throughout the day (E.g., good morning, good afternoon etc). To listen to and talk about stories to build familiarity and understanding.	
 Personal, Social & Emotional CURRICULUM FOR LIFE: EMPATHY & SELF AWARENESS	Self Regulation: To be able to name and talk about, different feelings and emotions. To welcome distractions when upset. To be able to express their own likes and dislikes. To begin to understand that their immediate needs cannot always be met. Managing Self: To become increasingly able to follow school and classroom rules. To be able to independently organise their belongings in the morning/afternoon. To manage own personal hygiene needs. To show an interest in and be excited about new activities. Building Relationships: To begin to build constructive and respectful relationships with adults and peers. Jigsaw theme – Being me in my world To begin to recognise emotions To begin to recognise the emotions of others	To know and be able to use a range of self-regulation strategies and techniques. To show sensitivity towards others needs and feelings. To be able to follow classroom rules and behave according. To be able to build positive relationships with adults and peers. Enjoys receiving positive praise.	feelings, sad, happy, scared, tired, calm, like, dislike,
	Fine Motor Skills To begin to use a knife and fork together to cut food.		Pinch, cut, hold,



Physical Development

CURRICULUM FOR
LIFE:
SKILLS FOR LIFE

To be able to peel own fruit.
Show preference for a dominant hand.
To begin to use a pincer grip.

Gross Motor Skills

To be able to further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
To be able to use core muscles to sit on the carpet during focus sessions.
To show an awareness of space and speed when moving.
To begin to show confidence and access the adventure trail.

To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical activity,
To develop their small motor skills so that they can use a range of tools competently, safely, and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
To develop overall body-strength, balance, co-ordination, and agility.
To move energetically in a variety of ways (e.g., running, skipping, hopping, jumping etc).
To know and be able to talk about the factors that support their overall health and wellbeing (e.g., healthy eating, regular exercise, hygiene, appropriate amount of screen time, good sleep routine etc).

Move, sit, walk,



Literacy

CURRICULUM FOR
LIFE: EFFECTIVE
COMMUNICATORS &
SKILLS FOR LIFE

Comprehension

To be able to listen to and enjoy sharing a range of books.
To be able to hold a book correctly (the right way up) and handle it with care, turning pages appropriately.
To begin to engage in conversation about stories, demonstrating an understanding of what has been read to them.
To know that a book has a beginning, a middle and an end.
To know that text in English is read top to bottom and left to right.
To know the difference between text and illustrations.
To recognise some familiar words in print, e.g., own name or advertising logos.
To be able to explain in simple terms what is happening in a picture in a familiar story.
To begin to complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

Word Reading

To be able to hear general sound discrimination
To begin to identify rhythm and rhyme.
To recognise and write set 1 sounds: m a s d t l n p g o c k u b f, e, l, h, r, j, v, y, w, z, x
To begin to blend, read and write words using the sounds taught.

To explore feelings and motivation that move characters in stories.
To be able to answer to what, where, who, why and how questions.
To confidently talk about the different parts of a book (front cover, blurb etc).
To be able to independently sequence main events of a story.
To use story maps to retell stories, using their own words.
To express a preference for a book.
To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
To read books consistent with their phonic knowledge.

Listen, share, turn, title, pages, books, author, explain, who, what, where, story, rhyme, read,



To begin to orally blend CVC words.

Writing

To develop listening and speaking skills in a range of contexts.

To be aware that writing communicates meaning.

To be able to give meaning to marks they make, draw or paint.

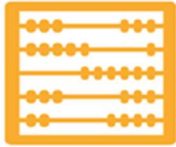
To begin writing their own name copying it from a name card or writing it from memory,

To be able to orally segment sounds in words. To be able to hear and write initial sounds in words.

To be able to draw lines and circles when making marks.

To copy print from their environment

To use some recognisable letters and own symbols when 'writing'.



Maths

CURRICULUM FOR
LIFE: SKILLS FOR LIFE
& DIGITALLY
LITERATE

Number

To be able to make comparisons.

To have a deep understanding of numbers 1, 2, 3- including compositions.

To be confident at subitising to 3.

To understand the concept of zero.

Numerical Pattern

To be able to sort a group of objects according to a criterion.

To begin to understand and use the language 'same and different' and 'more and fewer'.

To be able to describe and continue a repeating pattern.

To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle).

To link the number symbol with its cardinal number value.

To understand the 'one more/one less than' relationship between consecutive numbers.

To rote count, count objects, subitise and recognise numerals.

To recall addition and subtraction facts.

To explore the composition of each number.

To be able to count forwards and backwards and beyond 20.

To use tens frames, number tracks, Numicon and double-sided counters.

To understand and use number bond diagrams.

To understand the days of the week and the pattern of the day.

To talk about maths in everyday life.

To use positional language.

To copy and create number/ repeating patterns (ab, abc, abb, growing patterns).

To select, rotate, and manipulate shapes to develop spatial reasoning skills.

To compose and decompose shapes so that they recognise a shape can have other shapes within it, just as a number can.

Number, count, counting, how many, more, fewer, less, pattern, repeating pattern, same, sort, subitising,



Understanding the World

CURRICULUM FOR
LIFE: UNDERSTAND
SUSTAINABILITY,
LOCAL & GLOBAL
CITIZENS, DIGITALLY
LITERATE.

Past and Present/ People, Culture and Communities/ The Natural World

History – Pupils to talk about their family members and who they live with. Pupils to also talk about people who are important to them.

To begin to make sense of their own life story and family history.

To discuss how their family has changed over time.

To show curiosity when finding out about the past, asking simple questions and making statements.

Geography – Pupils to talk about where they live and describe their house.

To know that our school is in Colton, Leeds, England.

To be able to describe their immediate environment, using knowledge from observations and discussion.

To be able to describe the things that make up the local community, using maps as reference (e.g., human features- library, parks etc).

To know that Japan is a country. Explore its distance from England on the globe (link is Yayoi Kusama).

Science – Pupils to discuss the weather and begin to know that we have 4 seasons. Explore the current weather and observe what they can see happening around them.

To be able to talk about the changes that occur in Autumn.

Identifying, grouping and classifying (e.g., sorting activities (e.g., leaves).

To be able to name basic parts of their body.

To begin to think about the word habitat and what it means.

To discuss the habitat of owls – Link to owl babies.

RE – Who and what are special to us?/What can we see in our wonderful world?

To show curiosity about the world around them by asking questions.

To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc).

To have an awareness of time and to be able to use simple vocabulary associated with it (e.g., before, now, next, after, later).

To be able to compare and contract characters from stories (including figures from the past).

To understand the sequencing of the days of the weeks using daily songs and rhymes.

To contribute to daily weather discussions – noticing and talking about the weather and why it occurs (e.g., Rainbow – sun and rain, Ice etc).

To be able to talk about the changes in the seasons and the effect they have on the world around them.

To show curiosity about the world around them by asking questions.

To be able to name some other places in the world.

Children will take part in outdoor learning lessons in Windmill Woods throughout the year, exploring the natural world.

To be able to draw pictures of the things they have observed.

To know how they can look after the natural environment and know how to take care all living things.

To be able to describe the different things they can see, hear and feel whilst exploring outside.

To understand the effect of changing seasons on the natural world around them.

To make observations around various states of matter and use a range of vocabulary to describe these (e.g., melting, freezing, condensing etc).

To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.

To know about familiar people within their community and talk about their roles in society.

To be aware that people have different beliefs and celebrate in different ways.

Family, mum, dad, sister, brother, grandma, grandad, house, home, today, yesterday, tomorrow, past,

Colton, Leeds, England, maps, country, place, earth, globe,

Seasons, change, autumn, summer, weather, habitat, animals, creatures, nocturnal,



Expressive Arts & Design

CURRICULUM FOR
LIFE: APPRECIATE
THE ARTS

Art/DT

Artist: Yayoi Kusama



Drawing

To be confident in drawing line and circles, giving meaning to their marks
To take part in guided drawing activities to create representations of themselves and people (e.g. black line drawings of families, self-portraits)

Colour

To use colours for a particular purpose. E.g., self-portrait – hair/skin/eye colour)

Paint

To explore a variety of paint types (poster, block water).

Print

To be able to print using natural objects e.g., leaves.

Textiles/Materials

To explore the creation station and the range of materials available to them.

Music, Dance and Drama

To use a narrative within roleplay that is extended and supported by others.

To have positive attitudes towards others and their beliefs.
To understand a range of different occupations and show tolerance to these.
To listen to and talk about stories from a range of different religions and world views.
To be able to ask questions and talk about their own feelings and experiences.
To talk about 'special places' for certain communities (e.g., church, mosque etc).
To describe special events in their own lives.

To construct with a purpose in mind, accessing a range of areas in the classroom.
To safely explore a range of different materials.
To be able to use a several techniques/ resources to join and assemble materials (e.g., cellotape, glue spreader, paper joining techniques, stapler, sting, hole punch etc).
To be able to use a range of effects to express their ideas and feelings.
To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary.
To share their creations, talking about processes they have used. To confidently sing a range of well-known nursery rhymes and songs.
Enjoy performing songs, dances, rhymes, poems, and stories with others (or solo).
Enjoy watching performances and can talk about the things they have experienced.
To begin to move in time to music.
Enjoy making music and have experience of playing a range of musical instruments.
To listen attentively to music and talk about how the music makes them feel.
To begin to create their own songs.
Charanga and Music Express to compliment themes and teaching.

Draw, paint, portraits, create, observe, artist, dot, print, colour, match,



To use props and materials when role playing characters in narratives and stories.

To retell a familiar story using small world with support

To explore the sounds that instruments make.

To understand that instruments can be tapped, shook etc.