

Communication and Language (Prime Area)

All about me:

- Name games and making friends
- Facts about me - my likes and dislikes
- My day at school - establishing routines
- Developing our listening skills
- Sharing and taking turns
- Following instructions with two parts.
- Listening and responding to stories
- Taking part in pretend play.



Physical Development (Prime Area)

Following instructions to play games such as 'Simple Simon', 'Traffic Lights' and 'Mr. Bear'.

Introduce and use the large apparatus safely.
'Storycises' sessions to build our core strength

Weekly 'GO' Learning sessions (Get Outdoors)

Beginning to use a trike and scooter independently.

Fine motor skills - 'funky fingers' daily

Dough Disco

Using scissors

Starting to write letter shapes.



Personal, Social and Emotional Development (Prime Area)

Jigsaw PSHE scheme: Being me in my world.

Establishing class/school rules

Getting to know each other

Sharing and Taking turns with a little support

Talk about their feelings using words like 'happy', 'sad'.

Start to manage their own needs - with toileting, washing hands, putting coats on etc.

RE: Special people (Christianity and Judaism)

Harvest, Bonfire Night, 'Poppy day', Diwali and Christmas

Introduction of Assemblies



How your child will be learning

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**. Children will mostly develop the **3 prime areas** first.

The PRIME areas are: **Communication and language; Physical development; and Personal, Social and Emotional Development.**

These prime areas are those most essential for your child's healthy development and future learning.



Wren Class: Autumn 1

September - October 2026

Enquiry:

Who Are We?

(Ourselves and Being a 'Wren')

As children grow, the prime areas will help them to develop skills in **4 specific areas**.

These SPECIFIC areas are: **Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.**

We learn through asking and answering questions through enquiries and 'being'. For example, we might 'be' a mathematician, an athlete or an artist.

We encourage our children to talk about what they have 'been' during the school day rather than what they have 'learnt'.



Literacy (Specific Area)

Phonics: Phase 1:

Sounds around us; Instrumental sounds; Body percussion; Rhythm and rhyme; Alliteration; Voice sounds; Oral Blending & Segmenting of simple words.

Phonics: Phase 2: Following the Read, Write, Inc Scheme.

Read single-letter Set 1 sounds

Learn to orally blend sounds into words

Introduce spelling with 'Fred Fingers'

RWI letter formation rhymes.

Name reading and writing.

Understand that print has meaning and a purpose.



Maths

(Specific Area)

Counting 1:1 and Subitising

Comparing Groups -quantities of identical & non-identical objects

Change within 5 - one more & one less

Numerals Recognition

Introducing 'Numberblocks'

Sorting

Time (my day)

2D shape

Money (1p, 2p, 5p)

Circles and Triangles;

Repeating patterns;



Understanding the World (Specific Area)

All about me: my amazing body.

How I have changed since I was a baby.

Using mirrors to make detailed observations of our faces

Similarities and differences between us.

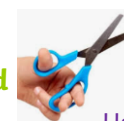
My five senses.

My family, your family - we're all different,

What is a school?

What does it mean to be a 'Wren'?

My school and my place within it.



Expressive Arts and Design (Specific Area)

Use a variety of materials to mark make - pencil, pens, chalk, paint.

Create models out of junk materials.

Sing along with rhymes and action songs.

Make their voice/singing loud and quiet.

Explore sounds and how they can be changed.

Experiment with a range of percussion instruments.

Tap out a simple rhythm/beat.

Take part in simple pretend play, sometimes playing with others to develop storylines.

Use props to add to your play.