

Physical Development

- *Experimenting with different ways of moving (running, jumping, hopping, skipping etc)
- *Negotiating space effectively and safely e.g. using wheeled toys and playground equipment.
- *Handling tools, objects and materials with increasing control (scissors, pens, crayons, pencils, playdough tools)
- *Using and holding a pencil correctly to mark make.
- *Developing fine motor skills (to aid pencil control) e.g. transferring objects using tweezers, threading, pegs and manipulating malleable materials.
- *Dressing and undressing for PE independently.
- *Using cutlery independently at lunchtime.

PSED

- *Initiating conversations and taking into account ideas of others.
- *Forming good relationships with peers and familiar adults.
- *Showing confidence in asking adults for help.
- *Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.
- *Understanding that own actions affect other people e.g. comforting a child if they are aware that they have upset them.
- *Being aware of the school rules, as well as rules suggested by the children for the classroom.

Communication and Language

- *Listening to stories and answering questions about the plot and characters.
- *Maintaining attention, concentrating and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.
- *Following instructions containing more than one part e.g. 'Collect your coat and water bottle and put them on your table'.
- *Understanding 'how' and 'why' questions relating to stories they've heard and activities experienced both in and out of school.
- *Retelling a simple event in the correct order e.g. weekend news.
- *Using appropriate vocabulary when engaged in imaginative play e.g. dressing up, roleplay, storytelling.
- *Talking to others in a variety of situations, becoming confident when speaking in a familiar group.

Autumn 1

Once upon a rhyme...



Julia Donaldson

*Gruffalo

*Snail and the Whale

*Monkey Puzzle

*Room on a Broom

Expressive Arts and Design

- *Singing nursery rhymes and songs learned in class.
- *Tapping out simple repeated rhythms and using a variety of percussion instruments.
- *Constructing with a purpose in mind using a variety of resources.
- *Exploring how colours can be changed.
- *Building stories when engaged in imaginative play.
- *Introducing a storyline into their play.

Understanding the World

- *Talking about significant events within their own experience.
- *Recognising and describing special times or events for family or friends.
- *Showing care and concern for living things and the environment.
- *Developing an understanding of growth and change over time e.g. Summer to Autumn.
- *Using a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs.
- R.E** *Understanding that everyone is unique and that we all have different talents.
- *Celebrating Harvest.

Literacy

- *Looking at books independently and handling them carefully.
- *Storytelling using 'Talk for Writing' (using specific actions for storytelling language).
- *Recognising words that rhyme and being able to think of their own rhyming words.
- *Hearing and saying the initial sounds in words.
- *Knowing which letter represents each sound.
- *Beginning to blend three sounds together orally.
- *Ascribing meanings to marks that they make using different media e.g. chalk, paint, pens, crayons, pencils.
- *Writing single sounds using the correct letter formation.

Mathematics

- *Matching numerals and sets of objects up to 10.
- *Counting, recognising and ordering numbers up to 10.
- *Writing numbers to 10 using the correct formation.
- *Finding one more and one less from a group of objects up to 10.
- *Solving problems using the language of adding and subtracting e.g. 'If there are three people flying on the broom and two more join how many altogether?' 'If I have five snails and two slither away how many are left?'
- *Selecting a particular named 2D shape (circle, square, rectangle, triangle).
- *Using positional language e.g. next to, behind, beside etc
- *Ordering objects by length or height.