## Autumn 1 Literacy Texts

## Area of learning

## Objectives/skills

## Revisit/ongoing throughout the year

Enjoy listening to stories and can remember what happens. Use new vocabulary through   Listen carefully to rhymes and songs, paying attention to how they sound. Understand how to listen carefully and why listening is important.   Attention: Maintain attention in whole class and small group contexts for a short time. Maintain attention to more than one thing at a time.   Respond: Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes.   Respond appropriately when asked e.g., 'chime = freeze & show me 5' (whole school rule) Understanding:   Follow 1 step instructions e.g., put bookbag in drawer. Understand 'why' questions.   Speaking: Begin to use social phrases e.g., 'Good Morning!   Use talk to organise themselves and their play. Express feelings:   Personal, Social Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.	learning		through
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Engage in positive interactions with adults and peers.			
Play with one or more children, extending and elaborating play ideas.			
		Play with one or more children, extending and elaborating play ideas.	

t contexts.

e day in discussions and conversations.

songs.

to build familiarity

ng gestures, non-verbal communication, e, appropriate language, and vocabulary; to and adults and engage in discussions in a

es and the owl tree

Physical Development	Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 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.	Continue to develop overall body through use of outdoor play equi
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.	
	REAL PE FOCUS   Personal Cog Focus – following instructions, practise safely, independent work   Coordination skill: Footwork   Static Balance skill: One leg	
Literacy	COMPREHENSIONListen and enjoy sharing a range of books.Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.Know that print carries meaning and in English, is read from left to right and top to bottom.Know the difference between text and illustrations.Enjoy joining in with rhyme, songs, and poems.Join in with repeated refrains and key phrases.	
	WORD READING Hear general sound discrimination and be able to orally blend and segment.	Re-read books to build up their co their understanding and enjoyme knowledge.
	WRITING   Emergent writing:   Develop listening and speaking skills in a range of contexts.   Aware that writing communicates meaning.   Give meaning to marks they make. Understand that thoughts can be written down.   Write their name copying it from a name card or try to write it from memory.   Communication	
	Composition:Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.Spelling:Orally segment some sounds in simple words.Write their name copying it from a name card or try to write it from memory.Handwriting:Know that print carries meaning and in English, is read from left to right and top to bottom.Draws lines and circles.	
Mathematics		
•••• ••••• •••••	Baseline – 3 weeks Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language	
	Count objects, actions, and sounds. Subitise Matching - same/different, colour, size, shape. Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers. Comparing amounts – equal, more than, fewer than.	

dy-strength, balance, co-ordination, and agility upment.

confidence in word reading, their fluency and nent. Read books consistent with their phonic

	Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.	
Understanding	Chronology:	Communication: Comment on wh
the World	Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Respect Themselves, special things in their own lives. LYFTA - Talk about and describe features of their own family, talk about families in other countries across the world.	where they live and understand th natural world around them. Descri
Expressive Arts and Design	Develop storylines in their pretend p Music with miss Lee	Explore, use, and refine a variety of feelings. Explore and engage in music making
-		

what they notice about the environment I the effect of the changing seasons on the scribe what they see, hear, and feel outside.

y of artistic effects to express their ideas and

aking and dance, performing solo or in groups.