
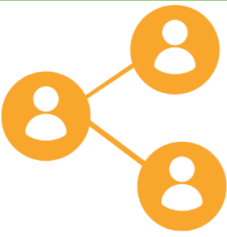


Autumn 1
Literacy
Texts

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<p>Communication and Language</p> 	<p>Listening: Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p>Attention: Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p> <p>Respond: <i>Engage in story times.</i> 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)</p> <p>Understanding: Follow 1 step instructions e.g., put bookbag in drawer. <i>Understand 'why' questions.</i></p> <p>Speaking: Begin to use social phrases e.g., 'Good Morning! <i>Use talk to organise themselves and their play.</i></p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Aware of own feelings, can <i>talk about feelings using words like 'happy', 'sad', 'angry'.</i> <i>Begin to understand how others might be feeling.</i> Know they can rely on their teachers, friends, and 'buddy' for support if they are worried. School transition.</p> <p>Manage behaviour: Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. <i>Increasingly follow rules understanding why they are important begin to show an understanding of the super sorter rules. How can we move our owl up the tree?</i></p> <p>Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence: Can independently organise themselves in the morning e.g., bookbag on peg, coat on peg, water bottle in basket, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Social skills: <i>Build constructive and respectful relationships.</i> Engage in positive interactions with adults and peers. <i>Play with one or more children, extending and elaborating play ideas.</i></p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Introduction to Super sorter rules and the owl tree</p>

<p>Physical Development</p> 	<p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>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.</p> <p>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.</p> <p>REAL PE FOCUS</p> <p>Personal Cog Focus – following instructions, practise safely, independent work</p> <p>Coordination skill: Footwork</p> <p>Static Balance skill: One leg</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>
<p>Literacy</p> 	<p>COMPREHENSION</p> <p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs, and poems.</p> <p>Join in with repeated refrains and key phrases.</p> <p>WORD READING</p> <p>Hear general sound discrimination and be able to orally blend and segment.</p> <p>WRITING</p> <p>Emergent writing:</p> <p>Develop listening and speaking skills in a range of contexts.</p> <p>Aware that writing communicates meaning.</p> <p>Give meaning to marks they make. Understand that thoughts can be written down.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Composition:</p> <p>Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling:</p> <p>Orally segment some sounds in simple words.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting:</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Draws lines and circles.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>
<p>Mathematics</p> 	<p>Baseline – 3 weeks</p> <p>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</p> <p>Count objects, actions, and sounds.</p> <p>Subitise</p> <p>Matching - same/different, colour, size, shape.</p> <p>Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers.</p> <p>Comparing amounts – equal, more than, fewer than.</p> <p>Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest</p>	

	Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.	
<p>Understanding the World</p> 	<p>Chronology: Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.</p> <p>Respect Themselves, special things in their own lives.</p> <p>LYFTA - Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p>
<p>Expressive Arts and Design</p> 	<p>Develop storylines in their pretend p</p> <p>Music with miss Lee</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>