

COMMUNICATION AND LANGUAGE

Daily story time

Full body listening

Whole school assemblies

Show and Tell

Topic enquiries, small group discussions – RE, Geography, History and Science

'Talk Time'

PERSONAL, SOCIAL AND EMOTIONAL

PSHE Discussions – 3D PSHE Stories

Playtimes

'How are you feeling?' – self-register

PHYSICAL DEVELOPMENT

PE: Football, Fundamentals, Balance Bikes, OAA

Adventure Learning

Trips to the village park

Move to Write

MATHEMATICS

White Rose Maths Long Term Overview and Small Steps of Learning:

Match, sort and compare

Talk about measure and patterns

It's me 1, 2, 3

Circles and triangles

1, 2, 3, 4, 5

Shapes with 4 sides

Context for Learning

Animal Kingdom



LITERACY

Term Book: Brown Bear, Brown Bear

Phonics: Little Wandle, Phase 2

Reading Groups

1:1 Reading

Handwriting: Fine motor and Gross motor activities

UNDERSTANDING THE WORLD

Geography: Why don't penguins need to fly?

History: Who is the greatest history maker?

Science: Seasonal changes, animals

RE: How do some Jewish people celebrate Sukkot? What does the nativity story teach many people?

EXPRESSIVE ART AND DESIGN

Music: Animal Rhythms

Art and Design: Sculpture and 3D: Creation Station

Harvest Festival, Christmas Service, Nativity

Rhyme Time

End points of learning Autumn Term.

Communication and Language

- Develop their social phrases e.g. “good morning”
- Know the names of adults in school and classmates.
- Develop their listening skills and understand why listening is important.
- Learn and demonstrate full body listening.
- Ask questions to find out more and check understanding.
- Describe familiar events in detail.
- Understand words such as first, then, and now.
- Listen carefully and follow actions to class/school rhymes, poems and songs.

Personal, Social and Emotional

- See themselves as valuable individuals in the class.
- Develop their own shared class agreement/rules.
- Begin to think about perspectives of others through stories.
- Manage their own hand washing.
- Name some healthy foods.
- Identify their own feelings.
- Build constructive and respectful relationships with their peers.
- Know the names of at least 3 children they like to play with at school.
- Know the importance of going to the GP/nurse.
- Know how to look after their teeth.

Physical Development

- Learn to use school balance bikes including stopping and starting.
- Develop walking, crawling and climbing outside the classroom.
- Learn to zip up their coat independently.
- Trace their name using a range of tools e.g fingers in sand, paintbrushes, pens, pom poms.
- Develop balance and co-ordination.
- Develop jumping, hopping, skipping.
- Develop body strength.
- Know to use one hand when holding pencil/crayons.
- Develop hand strength with fine motor exercises.
- Use loop scissors to make snips in paper.

Understanding the World

UTW Geography: Why don't penguins need to fly?

- Experience different weather conditions when outside and the clothes they wear accordingly
- Observe and discuss how the weather changes during the day and four seasons.
- Observe and discuss seasonal signs in the natural world
- Explore a globe, world map and an atlas
- Learn that planet earth has land and water and that there are many countries and oceans in the world.

UTW History: Who is the greatest history maker?

- Learn about people from the past in stories who did important things and are remembered today e.g. Guy Fawkes, Rosa Parks
- With support make sense of their own life story and of past and present.
- Examine and talk about images of familiar situations in present and compare them to the past
- Hear and discuss accounts of the past involving people, places and events through storytelling and role play
- With support, organize a simple series of events using basic chronology
- Recognise that things happened before they were born
- Compare and contrast characters from stories including important figures from the past.

UTW Science: Animals

- Use science words during an activity
- Remember simple science facts about animals
- Match appropriate pictures and words to label diagrams of animals
- Sort animals using pictures.
- Group animals by familiar features

UTW Science: Seasonal Changes

- Use science words during an activity
- Describe what is happening using words and actions
- Use a simple table recording in pictures and words
- Add to pictograms with help

Expressive Art and Design

EAD Music: Animal Rhythms

- Explore high and low, loud and quiet sounds using voices and percussion.
- Discuss the different sounds that musical instruments make

EAD Art: Sculpture and 3D Creation Station

- Explore the properties of clay.
- Use modelling tools to cut and shape soft materials eg. playdough, clay.
- Select and arrange natural materials to make 3D artworks.
- Talk about colour, shape and texture and explain their choices.
- Plan ideas for what they would like to make.
- Problem-solve and try out solutions when using modelling materials.
- Develop 3D models by adding colour.

Literacy

- Independently look at a book and turn the pages.
- Learn some of the Phase 2 GPCs from Little Wandle.
- Learn Phase 2 tricky words.
- Orally blend words from Phase 2.
- Give meaning to the marks they make.
- Write their name.
- Know how to write some initial sounds
- Engage with and enjoy and increasing range of books.
- Begin blending to read CVC words.

- Develop letter formation using letter families.
- Learn all Phase 2 GPCs including some digraphs.
- Learn all Phase 2 tricky words.

Mathematics

- Match objects step; match pictures and objects; identify a set; sort objects to a type; explore sorting techniques; create sorting rules and compare amounts.
- Compare size; compare mass; compare capacity; explore simple patterns; copy and continue simple patterns and create simple patterns.
- Find 1, 2 and 3; subitise 1, 2 and 3; represent 1, 2 and 3; 1 more; 1 less and composition of 1, 2 and 3.
- Identify and name circles and triangles; compare circles and triangles; shapes in the environment and describe position.
- Find 4 and 5; subitise 4 and 5; represent 4 and 5; 1 more; 1 less; composition of 4 and 5 and composition of 1–5.
- Identify and name shapes with 4 sides; combine shapes with 4 sides; shapes in the environment; my day and night.

