

Communication and Language:

- To be able to understand how to listen carefully and know why it is important.
- Engage in daily story times.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- To be able to talk in front of small groups and their teacher offering their own ideas.
- To articulate their ideas and thoughts in well-formed sentences.

Personal, Social and Emotional Development:

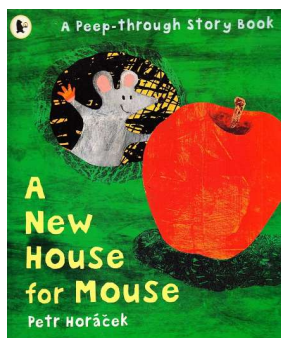
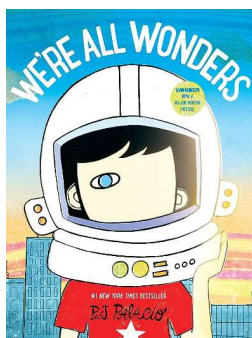
- To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.
- To wash hands independently after toileting and before snack.
- To recognise and respond to their own toileting needs.
- To seek support from adults and gain confidence to speak to peers and adults.
- Begin to build constructive and respectful relationships with adults.

Physical Development:

- To move safely in a space (running, riding a bike/scooter)
- Begin to control a ball in different ways.
- Begin to follow rules in games.
- Begin to use their core muscle strength to achieve good posture when sitting on the floor or at a table.
- Use pencils and other equipment comfortably for them.
- Make snips in paper either using one hand or two.

Year B - Autumn Term 1 Houses and Homes

How have houses and homes changed?



Planning is based around this text and topic. Provision and activities take into account children's interests and next steps and are in addition to those listed here.

Expressive Arts and Design:

- Paint using brushes and fingers.
- Experiment with mixing colours.
- Talk about what they have painted with a peer or adult.
- Experiment with printing using a variety of materials.
- Sing and perform nursery rhymes.

Literacy:

- Spot and suggest rhymes
- Count phonemes in words (segmenting fingers)
- Know that print has meaning
- Know that print can have different purposes
- Begin to break down the flow of speech into words
- Hears and says the initial sounds in words
- Links phase 2 phonemes to graphemes.
- Orally blends and segments CVC words.
- Writes own name.
- Write some letters accurately.

Mathematics:

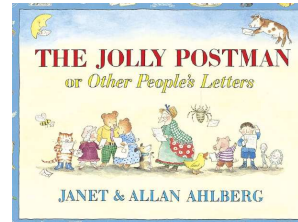
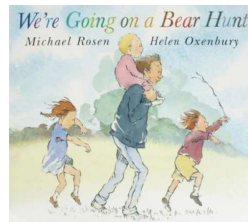
- Explore the composition of numbers within 5.
- Subitise different arrangements, both unstructured and structured to 5.
- Develop counting skills and knowledge, including cardinality and 1:1 correspondence.
- Verbally say which group has more or less.
- Continue, copy and create repeating patterns (AB, ABB, ABBC)

Understanding the World:

- Know about their own life story and know they have changed.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Know about features of our immediate environment.
- Know that simple symbols are used to identify features on a map.
- Ask and suggest answers to questions about things we see or hear.
- Talk about how things are similar or different to one another.

Year B - Autumn Term 2 Houses and Homes

What are the features of my local area?



Planning is based around this text and topic. Provision and activities take into account children's interests and next steps and are in addition to those listed here.

Literacy:

- Continues a rhyming string.
- Blend sounds into words, so that they can read short words made up of known phoneme-grapheme correspondences.
- Write labels and other forms of writing.
- Read some digraphs that each represent one sound and say sounds for them.

Mathematics:

- Begin to develop the language of 'whole' and 'parts'.
- Have a deep understanding of numbers 1 - 5.
- Explore number bonds to 5.
- Compare equal and unequal groups and use the language 'more than' and 'fewer than'.
- Share quantities equally.
- Compare length - Talk about measure and patterns
- Circles, triangles and shapes with 4 sides.

Understanding the World:

- Know about their own life story and know they have changed.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Know about features of our immediate environment.
- Know that simple symbols are used to identify features on a map.
- Draw pictures of animals.
- Talk about how things are similar or different to one another.

Expressive Arts and Design:

- Join items in a variety of ways using sellotape, hole punches, string, glue, masking tape and ribbon.
- Use scissors safely.
- Experiment with a variety of textures.
- Experiment with different instrument and their sounds.

Communication and Language:

- To begin to understand how and why questions.
- Listen to and talk about stories to build familiarity and understanding.
- Continues a rhyming string.
- To be able to use new vocabulary throughout the day.
- To be able to speak during whole class circle time with their peers.

Personal, Social and Emotional Development:

- To talk about how they are feeling and begin to consider others feelings.
- To understand the need to have rules.
- To understand the importance of healthy food choices.
- Begin to develop friendships with peers.
- To be able to use taught strategies to support turn taking.

Physical Development:

- Explore different ways to travel using equipment.
- To be able to control a ball in different ways (throwing, catching, kicking, passing, batting and aiming)
- Begin to develop overall body; strength, balance, co-ordination and agility.
- To handle scissors, pencils and glue effectively.
- Begin to use tripod grip when using mark making tools.