

Autumn Term- Through the Window

Mathematics

Number

- Begin to have an understanding of number to 10, including composition of each number;
- Introduce the concept of Subitise (recognise quantities without counting) up to 5;
- Begin to recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20,
- To begin to compare quantities up to 10 in different contexts,
- To begin to recognise when one quantity is greater than , less than or the same as the other quantity
- To begin to explore and represent patterns within numbers to 10.

Literacy

Reading

Comprehension

- To begin to retell what has been read to them by using their own words and recently introduced vocabulary;
- To begin to anticipate key events in stories

Word Reading

- Say a sound for each letter in the alphabet
- introduce digraphs;
- to begin to read simple words by sound-blending;

Writing

- to develop confidence to try and write letter shapes
- to write letters from their name
- Spell words by hearing and identifying sounds in them and representing some sounds with a letter or letters; using classroom displays
- Have a go

Vocabulary

- Use and understand recently introduced vocabulary during discussions about stories, rhymes and poems and during role-play.

Understanding of The World

Past and Present

- To begin to talk about lives of the people around them and their role in school;
- To begin to identify some similarities and differences between things in the past and now, drawing on their experience and interests;
- To begin to discuss and understand the past through settings, characters and events encountered in books read in class and story-telling.

People, Culture and Communities

- To begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- To begin to identify similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- To begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps.

The Natural World

- To want to explore the natural world around them,
- To begin to make observations and drawing pictures of plants and animals;
- To begin to identify some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- To begin to learn about some important processes and changes in the natural world around them, including the seasons and the changing states of matter.

Physical development

Gross Motor Skills

- To begin to negotiate space and obstacles safely, with consideration for themselves and others;
- To begin to be able to demonstrate strength, balance and co-ordination when playing;
- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

- To practice holding a pencil effectively
- To use a range of small tools, including scissors, paint, pegs brushes and cutlery etc
- To begin to show accuracy and care when drawing.

PSE

Self-Regulation

- To begin to show an understanding of their own feelings and those of others,
- To begin to regulate their own behaviour accordingly;
- To work towards simple goals,
- To understand that there may be times when they have to wait for what they want. To try to demonstrate some control their immediate impulses when appropriate;
- To begin to give focused attention to what the teacher says,
- To begin to respond appropriately even when engaged in an activity,
- To begin to show an ability to follow instructions involving several ideas or actions.

Managing self

- To gain confidence to enable them to try new activities
- To show some level of independence,
- To begin to develop resilience
- To begin to develop perseverance in the face of challenge;
- Explain the reason for rules, know right from wrong and try to behave accordingly;
- To begin to manage their own basic hygiene and personal needs, including dressing, going to the toilet
- To begin to understand the importance of healthy food choices.

Building Relationships

- To begin to play co-operatively
- To begin to take turns with others;
- To begin to develop positive attachments to adults and friendships with peers;
- To begin to show sensitivity to their own and to other's needs.

Expressive Arts and Design

Creating with Materials

- To begin to safely use and explore a variety of materials, tools and techniques,
- To begin to experiment with colour, design, texture, form and function;
- To begin to share their creations, explaining the process they have used;
- To begin to make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- To begin to invent, adapt and recount narratives and stories with peers and their teachers;
- To learn and sing a range of well-known nursery rhymes and songs;
- To perform songs, rhymes, poems and stories with others,
- To try to move in time with music.

Communication and Language development

ELG: Listening, Attention and Understanding

- To begin to listen attentively
- To begin to respond to what they hear with relevant questions,
- To gain confidence to be able to make comments and actions when being read to and during whole class discussions and small group interactions;
- To begin to make comments about what they have heard
- To grow in confidence to be able to ask questions to clarify their understanding;
- To begin to hold conversations when engaged in back and forth exchanges with their teachers and peers.

Speaking

- To begin to anticipate in small group, class and one-to-one discussions,
- To offer their own ideas, using recently introduced vocabulary;
- To begin to offer explanations for why things might happen,
- To begin to make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- To begin to express their ideas and feelings about their experiences using full sentences,
- To begin to include past, present and future tenses and making use of conjunctions with modelling and support from their teacher.

Visits/ Visitors:

- Kitchen staff/ visit the kitchen
- SMSA's? visit school hall
- Office staff/ visit office
- Cleaner
- PE staff
- Head teacher
- Librarian/ visit school library