PSE-

To describe a friend.

To know and demonstrate friendly behaviour.

To understand how to be a good friend.

To learn to join in with whole group activities.

To choose an activity independently.

To describe and show friendly behaviour.

To begin taking turns with their friends.

Literacy-

Listening to and identifying sounds in the environments.

Listening to and hearing initial sounds in familiar words.

To identify sounds on a sound mat.

Listens to familiar stories and able to recall some facts.

Knowing that words can be written.

Knowing the sounds that the taught letters make.

Knowing what the taught letters looks like.

Knowing how to write the taught letters.

Knows how to sequence familiar stories.

Maths-

Learn to count reliably to 5

and recognise the numerals 1, 2, 3, 4 and 5.

They will begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice,

To understand that even if the order or arrangement changes,

the number stays the same.

Language of more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation.

Learn that groups of objects can have the same amount in them, even if they look different.

In this unit, the focus is on describing and comparing 3D and 2D shapes.

Children will be introduced to shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations.

F2 Autumn 1 skills and knowledge

Physical-

To use a dominant hand.

**(Computing Link)**

To begin to form recognisable letters which are formed mostly correctly.

To use climbing equipment safely and competently.

To know which hand to write with.

To know how to use the stepping stones safely.

To know how to use scissors effectively.

UOW- To know the names of different body parts.**(Science Link)**

To know that they have a family unit that can/will change over time.

**(History Link)**

To name members of their family.**(History Link)**

To begin to use a touch screen to navigate. **(Computing Link)**

I can talk about some features of the areas where I live.

**(Geography Link)**

To talk about how they have changed since they were a baby.

**(History Link)**

To be able to recount changes within living memory. **(History Link)**

Identify some similarities and differences between now and the past.

**(History Link)**

I can discuss daily weather/ seasons. **(Science/ Geography Link)**

To know about personal hygiene, teeth, hair and body. **(Science,/Physical Link)**

I can talk about my house and environment **(Geog/Science)**

CL-To talk about themselves and others.

To sing songs.

To speak about a range of texts

To know about others.

To know familiar songs.

To describe different story and non-fiction texts.

EAD-

To remember the words to a range of songs.  **–Music Link)**

To pinch, roll and mold playdough

To begin to form shapes that resemble a face

To give meaning to the marks that are made. **(Art Link)**

To explore the different sounds of a range of instruments. **(Music Link)**

For children to be able to safely construct with a purpose and evaluate their designs. **(DT Link)**

To show awareness of how to use musical instruments appropriately.

**(Music Link)** Explore singing at different speeds and pitch to create moods and feelings.

Explore the different sounds instruments can make.

To know many songs and be able to sing them off by heart using actions.

To understand sounds can be changed and to experiment changing them.

**Curriculum- What we will do……**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **AUTUMN 1**  Me and my family/Autumn | |  | | | | **Trips and experiences**  Autumn walk, exploring school grounds, visit from the local dentist and nurse. | |
| **P.S.E** | **Communication and Language** | | **Physical development** | **Literacy** | **Maths** | **Understanding the world** | **Expressive arts** |
| Introduction  Settling in  Classroom rules  Routines  Friendships  Kind words  Terry turtle rules.  Modelling expected behaviours  Visual timetable | Modelling language  Expressing needs  Role play text  Sequence text  Talking 1:1, small group then class about themselves and their families.  Sharing pictures and traditions  Using familiar nursery rhymes at story time for the children to join in with and perform. | | Assess hand dominance and pencil grip  Letter formation every day after lunch  Fine motor activities with provision everyday  Model outside equipment and support  Highlight outside rules  Time within provision spent at the craft area demonstrating scissor safety  Scissor activities within the provision to promote independence. | RWI autumn 1.  Initial sound games throughout the day  Fred talk games throughout the day e.g lining up, playtime, busy time.  Letter formation after lunch  Oral blending activities for all staff.  Introducing new vocabulary from text  Discussing characters from the text  Sequencing text | Power maths unit 1 | Look at ourselves as babies, how have we change?  Family tree  Timelines:   * class day * Birthdays * Ourselves   Our local environment, our homes, where we live.  Keeping healthy   * Teeth * Hair * Food   Autumn  Walk to look at changes  Leaf study  Mud Kitchen | Modelling the craft area  Portraits- different styles  Kapow Autumn 1  Charanga Autumn 1.  Songs to learn-  Head shoulders knees and toes  Count on me- Bruno Mars  If I were a butterfly  If your happy and you know it  A gift to you |