

## Mathematics

We will start to learn a numbers to 5 and use them to work out answers to questions.

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Understand position through words alone - for example, 'The bag is under the table' - with no pointing.
- Describe a familiar route.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Talk about and identifies the patterns around them.
- Use informal language like 'pointy', 'spotty', 'blobs', etc.

## Personal, Social and Emotional Development

We will talk about ourselves and our families and find out about others in our class.

- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Increasingly follow rules, understanding why they are important.
- Being increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

## Communication and Language

We will listen to our peers and familiar adults in our class and talk to them about ourselves.

- Enjoy listening to stories and can remember much of what happens.
- Understand a question or singular instruction.
- Listen carefully to rhymes, poems and songs.
- Engage in story times.
- Sing a large repertoire of songs.
- Develop their communication skill including the use of irregular tenses and plurals, such as 'ran' instead of 'runned'. 'swam' instead of 'swimmed'
- Develop correct pronunciation for the following sounds: r,j,th, ch and sh, and develop use of multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Uses talk to organise themselves and their play. 'Let's go on a bus... you sit there..... I'll be the driver"

## Literacy

We will read some familiar stories and learn actions to help us remember them.

- Use some of their print and letter knowledge in their early writing. Giving meaning to marks. Left to right, return sweep .
- Write some or all of their name. Some of the letters in their name are accurately formed and can be read.
- Engage in extended conversations about stories, learning new vocabulary. Answer questions about the characters, setting, simple feelings when asked, repeated phrases from the story, story language.
- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing
- Know how to hold a book correctly, knowing when the pictures and words are upside down.
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
  - hear and retell environmental sounds,
  - recognise instrumental sounds,
  - use body percussion appropriately

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## Key Texts



## Expressive Arts and Design

We will learn traditional songs and rhymes. We will draw a picture of ourselves.

- Make imaginative and complex 'small worlds' with block and construction kits, such as a city with different building and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes, with continuous lines, and begin to use these shapes to represent objects.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Listen with increased attention to sounds..
- Respond to what they have heard, expressing their thoughts and feelings.

## Physical Development

We will learn activities to help us with our motor strength.

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Begin to use a comfortable grip with good control when holding pens and pencils.
- Begin to show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

## Understanding the World

We will explore our own interests and explore facts about these interests.

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.

## Key Vocabulary

Family	Achieve	Friends
Mum	Independence	Sharing
Dad	Resourceful	Taking Turns
Brother	Proud	Kind
Sister	Challenge	Caring
Feelings	Trust	Gentle
Happy	Talent	Respect
Sad	Different	Rules
Upset	Similar	Boundaries
Excited	Special	Likes
Nervous	Dreams	Dislikes
Worry		Resilience