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……**

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| --- | --- | --- |
| **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** |
| IntroductionSettling inClassroom rulesRoutinesFriendshipsKind wordsTerry turtle rules.Modelling expected behavioursVisual timetable | Modelling languageExpressing needsRole play textSequence textTalking 1:1, small group then class about themselves and their families.Sharing pictures and traditionsUsing familiar nursery rhymes at story time for the children to join in with and perform.  | Assess hand dominance and pencil gripLetter formation every day after lunchFine motor activities with provision everydayModel outside equipment and supportHighlight outside rules Time within provision spent at the craft area demonstrating scissor safetyScissor activities within the provision to promote independence.  | RWI autumn 1.Initial sound games throughout the dayFred talk games throughout the day e.g lining up, playtime, busy time.Letter formation after lunchOral blending activities for all staff.Introducing new vocabulary from textDiscussing characters from the textSequencing text | Power maths unit 1 | Look at ourselves as babies, how have we change?Family treeTimelines: * class day
* Birthdays
* Ourselves

Our local environment, our homes, where we live. Keeping healthy* Teeth
* Hair
* Food

AutumnWalk to look at changesLeaf studyMud Kitchen | Modelling the craft areaPortraits- different stylesKapow Autumn 1Charanga Autumn 1. Songs to learn-Head shoulders knees and toesCount on me- Bruno MarsIf I were a butterflyIf your happy and you know itA gift to you |