



Respect ~Reflect ~Achieve ~Grow

<p><b>English</b>  <b>Focus books: Elmer, Rosie's Walk, Little Red Hen, The Nativity</b>  <b>Comprehension</b>  <ul style="list-style-type: none"> <li>• Listening to stories and answering questions about them e.g. What animals did Rosie meet on her walk? What might the Little Red Hen do next?</li> </ul> <b>Word recognition</b>  <ul style="list-style-type: none"> <li>• Phase 1 phonics- exploring different sounds e.g., environmental, body, instruments, rhythm and rhyme</li> <li>• Phase 2 phonics- beginning with s a t p</li> <li>• Tricky words- I, the, to, no, go</li> </ul> <b>Writing</b>  <ul style="list-style-type: none"> <li>• letter formation (name writing)</li> <li>• holding a pencil correctly</li> <li>• Begin to use their phonics knowledge to help to write words</li> </ul> </p>	<p><b>Maths</b>  <b>Focus books: Dear Zoo, The Duck in the truck, The Bear in the Cave, Monkey Puzzle, Noah's Ark</b>  <b>Getting to know you</b>  <ul style="list-style-type: none"> <li>• Key times of the day (e.g., Break, fruit, home)</li> <li>• What learning activities are inside and outside?</li> <li>• Where do items belong?</li> <li>• Positional language</li> </ul> <b>Just like me</b>  <ul style="list-style-type: none"> <li>• Match and sort objects</li> <li>• Compare amounts, size, mass and capacity</li> <li>• Make simple patterns</li> <li>• Reasons about the above e.g., why is an item the odd one out?</li> </ul> <b>It's me 1,2,3</b>  <ul style="list-style-type: none"> <li>• 1,2,3 focus understanding how to represent, compare and how it is made up (composition) e.g., 2 is made of two ones</li> <li>• circles and triangles- mathematical vocabulary</li> <li>• Spatial awareness</li> </ul> <b>Light and dark</b>  <ul style="list-style-type: none"> <li>• 4 and 5 focus understanding how to represent, compare and how it is made up (composition)</li> <li>• One more and one less</li> <li>• Shapes with 4 sides</li> <li>• Night and Day</li> </ul> </p>	<p><b>Religious Education</b>  <b>Myself</b>  <ul style="list-style-type: none"> <li>• God knows and loves each one of us</li> </ul> <b>Welcome</b>  <ul style="list-style-type: none"> <li>• Baptism welcomes you to God's family</li> </ul> <b>Judaism</b>  <ul style="list-style-type: none"> <li>• To talk about other religions and discuss similarities and differences.</li> </ul> <b>Birthdays</b>  <ul style="list-style-type: none"> <li>• Looking forward to Jesus' birthday</li> </ul> </p>	<p><b>Expressive Arts and Design</b>  <b>Focus artist: Jackson Pollock "Splat" art</b>  <b>Creating with Materials</b>  <ul style="list-style-type: none"> <li>• Exploring colour and colour mixing</li> <li>• Self portraits</li> <li>• Joining materials together</li> </ul> <b>Being Imaginative and Expressive</b>  <ul style="list-style-type: none"> <li>• Joining in, singing with familiar songs e.g., the penguin song, Dr Knickerbocker and rhymes</li> <li>• Experimenting with different sounds using different instruments</li> <li>• Moving to music (to the beat)</li> <li>• Using imagination in play to make up stories</li> </ul> </p>
<p><b>Communication and Language</b>  <b>Listening and attention and understanding</b>  <ul style="list-style-type: none"> <li>• listening to stories and teacher led inputs for longer periods of time</li> <li>• begin to ask questions to check their understanding e.g. What animal is Elmer?</li> <li>• following one or two-part instructions</li> </ul> <b>Speaking</b>  <ul style="list-style-type: none"> <li>• Share news opinions and feelings with growing confidence during teacher led inputs or times of reflection (e.g. circle times)</li> <li>• Use new vocabulary in full sentences.</li> </ul> </p>	<p><b>Personal, Social and Emotional development</b>  <b>Self-Regulation</b>  <ul style="list-style-type: none"> <li>• I am special – know that they are special and unique begin to recognise own feelings and those of others and begin to regulate</li> </ul> <b>Managing self</b>  <ul style="list-style-type: none"> <li>• Hygiene- washing my hands, going to the toilet</li> <li>• Show growing confidence over the term in trying new activities and showing independence</li> </ul> <b>Building relationships</b>  <ul style="list-style-type: none"> <li>• New to school- form positive attachments to Cherry and Apple class- the adults and their peers in both classes. To begin to play with others co-operatively.</li> </ul> </p>	<p><b>Physical Development</b>  <b>Gross Motor Skills</b>  <ul style="list-style-type: none"> <li>• move energetically, running, jumping, dancing etc</li> <li>• begin to negotiate space and obstacles safely (PE lessons Dance, Gym and Games)</li> </ul> <b>Fine Motor Skills</b>  <ul style="list-style-type: none"> <li>• use a range of small tools e.g., scissors, paint brushes</li> <li>• develop pencil grip, preference for a dominant hand "tripod" grip</li> <li>• drawing pictures</li> </ul> </p>	<p><b>Understanding of the world</b>  <b>Focus books: Spot goes to school, What I like about me</b>  <b>Past and Present</b>  <ul style="list-style-type: none"> <li>• Our families and ourselves</li> </ul> <b>The Natural world</b>  <ul style="list-style-type: none"> <li>• Our environment- autumn and winter walks- what can we see, hear, feel- talk about the different seasons and changes</li> <li>• making changes to materials e.g., mixing paint</li> <li>• Forest school</li> </ul> <b>People, Culture and Communities</b>  <ul style="list-style-type: none"> <li>• Topical celebrations around the world e.g., Diwali, Firework night etc (autumn 2)</li> </ul> </p>

