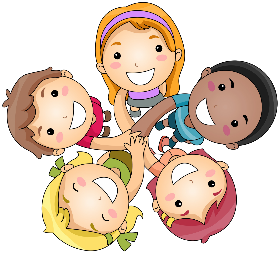
**Autumn Term – Stories**

Communication and Language

Listening walk in the environment.

Listen and respond to stories and poems, which will change every week or two – children’s choice.   
Develop conversational skills with adults and peers. Listen to the Christmas story.

Physical Development

Learning to use knives and forks.

Show a preference for a dominant hand.

Improving fine motor skills and finger gym.

Fastening coats and being able to take off own jumper.

Personal, Social and Emotional Development

Embracing new experiences and making friends.

Form relationships with adults and other children.

Sharing and taking turns with games and activities.

Learning the class and school rules and how to behave in school.

Manage their own basic hygiene and personal needs.

Literacy

Count and clap syllables in a word. Spot and suggest rhymes.

Recognise some initial sounds in words.

Learn Phase 2 and Phase 3 phonemes.

Engage in extended conversations about stories, learning new vocabulary.

Mathematics

**Match and sort. Compare amounts.**

**Representing, comparing and composition of 1, 2, 3.**

**Representing numbers to 5.**

**1 more and 1 less.**

**Compare size, mass and capacity.**

**Circles and triangles and positional language, shapes with 4 sides and time.**

Understanding the World

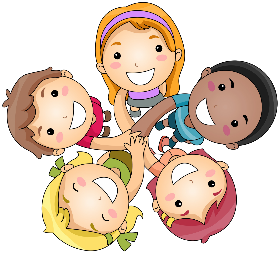
Forest Schools. Looking at changes in the natural world. What happens in Autumn?

Sort collection of materials with similar or different properties.  
Talk about members of their immediate family and community.

Recognise that people have different beliefs and celebrate times in different ways.

Expressive Arts and Design

Singing, role-play, making music and dancing – linked stories and Christmas. Using and exploring a variety of tools, materials and techniques. Painting self-portraits using a mirror.

**Spring Term – Changes and New Life (People who help us)**

Communication and Language

Listening to and responding to stories. Asking and answering questions.

Exploring new life vocabulary.

Developing language through role-play.

Expressive Arts and Design

Making and performing music.

Using Music Lab and the outdoor stage.

Colour mixing using primary colours.

Art related to Winter and life cycles.

Physical Development

Using comfortable pencil grip to form letters.

Using scissors correctly.

Independent in meeting their own personal care needs.

Make healthy choices about food, drink and tooth brushing.

Understanding the World

Exploring changes – freezing and melting.

Forest school looking at changes in the environment.

Begin to make sense of their own life story and family history.\*

Looking at the Easter story and how we celebrate.

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Literacy

Write names independently.

Write Phase 2 and Phase 3 phonemes.

Use letter knowledge to write independent sentences.

Blend sounds into words.

Spell words by identifying sounds in them and represent the sounds with a letter or letters.

Personal, Social and Emotional Development

Talk about their feelings using words like ‘happy, ‘sad’, ‘angry or ‘worried.’

Understand how to recognise these feelings in others.

Solving conflicts with others.

Talk about why rules are important.

Mathematics

Introducing 0.

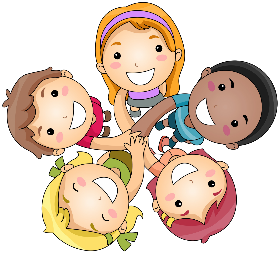
Comparing numbers to 5 and composition of 4 and 5.

6, 7, and 8. Making pairs, combining 2 groups

9 and 10 – comparing numbers and bonds to 10.

Comparing mass and capacity

Length, height and time. 3D shape and pattern.

**Summer Term – Mini Beasts and Holidays**

Communication and Language

Confidently speak to a class group. Talk about the things they are good at and the things they find hard.

To carry out instructions which contain several parts.

Answer how and why questions about mini beasts and holidays.

Expressive Arts and Design

Exploring a variety of materials, tools and techniques.

Sing songs, make music and dance.

Colour wash and sand pictures- combining different textures.

Create a mini beast home.

Physical Development

Refine the movements of rolling, crawling, walking, jumping, hopping, skipping and climbing and complete energetically.

Negotiate space and obstacles safely with consideration of themselves and others.

Demonstrate strength, balance and coordination when playing.

Mathematics

**Building numbers and patterns beyond 10.**

**Adding more and taking away.**

**Doubling, sharing, odd and even.**

**Patterns and relationships.**

**Spatial reasoning.**

Understanding the World

Forest Schools.

Looking at similarities and differences between themselves and others and between different environments.

Comparing ‘past’ and ‘present’ holidays.

Talking about people who help us.

Literacy

Say a sound for each letter and know at least 10 digraphs.

Read words consistently using their sound-blending.

Read simple sentences in books consistent with their phonetic knowledge, including some common exception words.

Write recognisable letters, most of which are correctly formed. Write simple sentences and phrases that can be read by others.

Personal, Social and Emotional Development

Saying when they do or do not need help.

Confident to try new activities.

Show empathy towards others’ feelings.

Work as part of a group or class.

Show independence, resilience and perseverance.