

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary associated with the topic.
- Respond to instructions.
- Start and continue conversations with a friend or adult.
- Use talk to organise themselves in play.
- Begin to understand what a question is and ask relevant questions.
- Begin to develop social phrases.
- Engage in story times.
- Listening to and talking about stories to build familiarity and understanding.

Understanding the World

- Begin to make sense of their own life-story and family's history.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Talk about the lives of the people around them
- Know some similarities and differences between things in the past and now
- 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.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Begin to understand the effect of changing seasons on the natural world around them.

Physical

Gross motor

- Revise and refine fundamental movement skills – e.g. rolling, crawling, jumping, hopping, skipping.
- Use core muscle strength to achieve good posture when sitting at a table or on the floor.
- Begin to develop ball skills – throwing, kicking, catching, batting, aiming.
- Beginning to develop skills needed to manage the school day successfully – e.g. lining up, queuing, carrying a tray.

Fine Motor

- Use one-handed tools and equipment such as scissors.
- Use a tripod grip with good control when holding pens and pencils.
- Be increasingly independent dressing – e.g. using zips and buttons.

Personal, Social and Emotional

- Start to talk about feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Select and use resources independently.
- Start to build constructive and respectful relationships.
- Begin to play cooperatively and take turns.
- Begin to use talk to resolve conflicts.
- Begin to understand the importance of rules.

Autumn Term Myself

Children will explore the concept of self – discover who they are and their place in their family and the wider school. They will begin to get a sense of their personal history, exploring shared celebrations and understanding how they grow as they get older.

Mathematics

Begin to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5

Literacy

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Suggests how the story might end
- Listens to stories with increasing attention and recall
- Describes main story settings, events and principle characters
- Knows information can be relayed in the form of print, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing
- 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.
- Engage in extended conversations about stories, learning new vocabulary.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Expressive Arts and Design

- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Listening with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings. .
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Explore different materials, 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.
- Join different materials and explore different textures.
- Remember and sing entire songs.
- 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, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.