

## Autumn Two

## Assessment

Communication and Language		PSED			Physical Development		Maths	
Listening and Understanding	Speaking	Self-regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Number (Mastering Number)	
Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation.	Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play.	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Continue to build constructive and respectful relationships.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Use a fork and spoon with greater control To begin to use a knife to cut soft foods Form pre-writing shapes Form letters of their name Form recognisable letters for the alphabet Use an effective pencil grip Use scissors to cut out simple shapes independently Draw simple pictures which can be recognised by self and others	<p><b>(Full term expectations)</b> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>identify when a set can be subitised and when counting is needed</li> <li>subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>spot smaller numbers 'hiding' inside larger numbers</li> <li>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>compare sets of objects by matching</li> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	
Literacy								
Phonics	Comprehension			Writing				
Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the RWInc phonic programme. <b>RWInc Read all Set 1 single-letter sounds (first 16) Blend sounds into words orally</b>	Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.	Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.  Sequence two events from a familiar story, using puppets, pictures from book or role-play	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>		<p><b>Composition:</b> Use talk to link ideas clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Children drawing response to the story.</p> <p>Children starting to use individual letters learnt to effect a change on the picture Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>			
Understanding the World					Expressive Arts and Design			
Past and Present	People Culture and Communities		The Natural World		Develop colour-mixing techniques Paint skills - Colour mixing and shading <b>Artist study</b> – Mark Rothko <b>Music Study:</b> Vivaldi Four Seasons Wassily Kandinsky (in mathematics) <b>Charanga Songs:</b> I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody. Perform in the Christmas Concert			Circles, triangles & shapes with 4 sides.
<p><b>Artefacts and Sources:</b> Find out about key historical events and why and how we celebrate today</p> <p>Ask questions to find out about the past, use different sources to find answers including books. Comment on images of familiar situations in the past. <b>Historical significance:</b> Know about significant events from the past – Harvest, Remembrance Day, Bonfire Night, Christmas, Diwali.</p>	<p><b>Community:</b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Cartography:</b> Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> <p><b>Fieldwork:</b> Become familiar with the local environment through seasonal walks Comment and ask questions about the outside environment. E.g., weather, hill, house, farm,</p>		<p>Discuss how we care for the natural world around us</p> <p>Identify plants in the natural world around us in autumn. Observe how animals' behaviour changes with the season. Observe and recognise signs of autumn.</p> <p>Closely observe plants and animals in the natural world. Draw pictures of their observations. Observe and interact with the natural process of light travelling through transparent material, an object casting a shadow.</p>		<p>Can find and name circles and triangles. -Can describe where a shape is using Positional language -Can find and name shapes with 4 sides -Time – day and night</p> <p><b>Link the number symbol with its cardinal number value.</b> <b>Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</b></p>			



'Be courageous, be strong, do everything in love'

1 Corinthians 16 v13-14



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