

## CL

Shows a genuine interest in certain topics by asking questions to find out more. With some adult support, reflects on previous experiences to develop understanding, 'remember when we looked at...' Uses detail when recounting events. Is happy to speak in front of a small group to share their ideas. Will talk more extensively about something they are interested in. Pretend objects are something else in their play- this box is my castle, etc. Sentences are more complex. Beginning to use to talk to work through problems/ challenges faced in their play.

Provision— dt area, fine motor, reading area, writing, painting, construction, small world, maths, home area, sand, water, outdoor

Beginning to talk in sentences

Beginning to talk to other children

Learning other peoples names

Talking in play

Talking about themselves, their families and events that have taken place

Introduce asking questions—what is your name? who is in your family

Role play—home area, book area, small world area—props to match children's interests.

## PSED

Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explains to an adult what has happened when they are upset. "Bounces back" quicker after upsets and with more independence. Follows familiar, routined instructions independently Uses the toilet independently and washes their hands well, knowing why this is important. Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers. Can articulate and follow the classroom rules - can explain reasons / why they are needed. Joins in with a group of children who are playing. Forms some closer friendships and seeks them out to initiate play. Speaks to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.

Provision— dt area, fine motor, reading area, writing, painting, construction, small world, maths, home area, sand, water, outdoor

Making friends

Exploring provision

Following routines and rules inside and outside

Visual timetables

Introduction to the dinner

## Maths

Know number names to 10 and begin to rote count beyond 10. Consolidating 5 and beginning to work beyond 5. Subitise (recognise quantities without counting) up to 5. Beginning to be able to recall number bonds to 5, including subtraction facts. Beginning to be able to record representations of number, e.g. part, part whole models. Count out up to 5 from a larger group. Can count objects, actions and sounds up to 5. Can add and subtract small amounts with adult support. Can recite some number songs and rhymes. Begins to use mathematical terms, e.g. counting, more, less, fewer. Beginning to explore which number you can and cannot share equally up to 5. Can compare groups of objects that are more, less or the same as 5. Explores and represents doubles up to 5., e.g double 1, double 2. I know that amounts change when we add or subtract. I can identify a mistake in a pattern. Can talk about and explore 2D and 3D shapes, using informal and mathematical language, e.g. sides, corners, straight, flat and round. Children can recreate 2D pictures e.g. using the blocks to build a building from a given picture

In basic provision, water area, dt area, sand, small world, construction, outdoors

See weekly maths planning

## UTW

Children will be able to draw on own experiences and relate it to stories in class or topic work (e.g I went to the seaside, I saw a donkey etc).

Explains and enjoys joining in with family customs and routines.

Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

Knows that other children do not always enjoy the same things, and is sensitive to this.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Explain the need to respect and care for the natural environment and all living things.

Explain the differences and similarities between materials and changes they notice.

Describing the changing seasons on the natural world around them.

Provision—small world, outdoors, reading area, writing area, finger gym, construction, home area, sand and water

Family photos and talking about how they've changed over time. Have mini mes in small world. (change and continuity).

Family celebrations/ traditions/ celebrations. (chronology and historical significance)

References to calendars and daily timetables to understand time. (Chronology)

Refer to class text e.g. owl babies—mummy owl goes and comes back. Relate to own experience (links to lit, psed and history—chronology).

Measuring heights throughout the year. (Change and continuity)

Reception garden—visit throughout the year to see change over time. (Change and continuity)

Autumn senses walk around school/ park opposite. Observing

Who lives in your house—building houses. What is on your street. Physical/human geography

## All about me

Families

Who is important to me

Who lives in my house

Who am I now?

# Autumn 1

# Who is in my Family?

## PD

Developing increasing controls of apparatus such as striking with bats and balls. Can complete an obstacle course which requires various movements such as crawling, balancing - may need some help at times. Uses dominant hand most of the time. Can zip up a coat / use buttons with some support. Obstacle courses outside Makes controlled snips with scissors.

Outdoor, Dt area, writing area, maths area, small world, construction, playdough, sand and water

Daily handwriting and writing

Fine motor provision updated at least weekly

## Literacy

Is beginning to read individual letters by saying the sounds for them. Can supply words with the same initial sound for most taught single sounds. Beginning to blend and read CVC words containing known letter -sound correspondences. Re-enacts and reinvents stories they have heard in their play Describes main story settings, events and principal characters in increasing detail. Enjoys an increasing range of print and digital books, both fiction and non-fiction. Children will be able to form/write recognisable letters that match their current phonics teaching. Children will begin to make anticlockwise movements and retrace vertical lines. Some children will be able to segment simple CVC words and spell them correctly.

Provision—writing area, book area, small world, construction, outdoors

Daily reading

Daily handwriting daily phonics

Spine Stories—Owl Babies, Little Beauty, The Big Red Bath, Harry and his dinosaurs go to school, Happy Hatchday, The Tiger Who Came to Tea,

TFW

Hickory dickory dock 1, 2,3 4, 5 once I caught a fish alive

## EAD

Uses simple tools and techniques competently and appropriately.

Experiments with creating different things and talks about their uses.

Takes on different roles and acts out scenarios in a small group.

Sings in a group, following a melody.

Provision— Dt area, painting easel, sand, water, outdoor, home area, small world

Use tools un dt area

Use cutlery at dinner time

Use basic provision to explore

Begin to cut around shape

Begin to use their mini mes in provision

Support to role play in provision