

CL

Enjoy longer stories and can remember much of what happens. Learn new vocabulary and use a wider range of vocabulary. Ask questions to find out more and to check they understand what has been read. 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

Joining in and talking to other children during play.

Learning other peoples names

Role play—home area, book area, small world area—props to match traditional tales stories.

PSD

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, routine 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. Build constructive and respectful relationships. Manage their own needs.

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.

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Making friends

Following routines and rules inside and outside

Visual timetables

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 word, 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 celebrations/ traditions/ celebrations. (chronology and historical significance)

References to calendars and daily timetables to understand time. (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

Once Upon a Time

Traditional Tales

Autumn 2

Once Upon a Time

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. Children will be able to read some common exception words and simple phrases. Re-reading books to build up their confidence in word reading, their fluency, their understanding and enjoyment.

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

Daily reading

Daily handwriting daily phonics

Spine Stories-

TFW- Traditional Tales

Topic- Introducing Traditional Tales

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 in dt area

Begin to cut around shape

Support to role play in provision

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. Developing their overall body strength. Using their dominant hand when using a pencil.

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