

Literacy

With support I know and understand a few of the key concepts about print: print has meaning.

I can talk about familiar books and be able to tell you a simple short story. .

I am developing my phonological awareness, so I can: spot and suggest rhymes and count and clap syllables.

With adult support, I can talk about familiar books and be able to tell you a simple short story.

With support, I know a wider range of vocabulary.

I am beginning to remember and sing entire songs.

I can use longer sentences of four to six words.

I can use large-muscle movements to e.g. wave flags, paint and make marks.

I can use one-handed tools and equipment, e.g., making snips in paper with scissors.

Key Vocabulary:

Songs, nursery rhymes, stories, books, making marks, drawing.

Communication and Language

I know how to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

With support, I can listen to and know how to talk about stories to build familiarity and understanding.

I know how to retell a story, with an adult using prompts.

With support, I know how to describe events in some detail.

I can use a wider range of vocabulary sometimes with an adult to support me.

Key Vocabulary:

Celebrate, surprise, gifts, cards, gift tags, family, together, party games, festivals, traditions.

Extra-Curricular Learning

Christmas production

Celebration

Autumn 2

Mathematics

I know how to recite numbers from 0-10

I know how to point to the number spoken (1-correspondance) up to 5 securely.

I know some number names and corresponding language during play.

I know numbers of personal significance, such as my age.

I know that the last number said is the total counted so far within numbers to 5 with.

I know how to rotate and manipulate shape to develop special reasoning skills.

I know numbers 1-5 and beyond.

I know how to add simple linear patterns and explore linear patters of 2or 3 repeating items.

I know how to describe patterns around them using appropriate language.

I know how to make comparisons between objects relating to size, length and weight, with support.

Beginning to use understanding of numbers to solve practical problems in play and meaningful activities.

Knows what is happening now and next.

Physical Development

Running—I know that I need look to see where I am running.
I can run around without bumping into someone.
I know that changing my speed and direction will help me avoid obstacles.

I will negotiate space successfully when playing games with other children.

Use large-muscle movements to wave flags and streamers, paint and make marks.

I know how to use one-handed tools and equipment, for example, making snips in paper with scissors, with support.

I know how to wash and can dry hands effectively and understands why this is important.

I have consistent, daily pattern in relation to eating, toileting and sleeping routines and I understands why this is important.

I have gained more bowel and bladder control and can attend to toileting needs most of the time independently.

Key Vocabulary:

Grasp, large ball, release, throw, changing, speed, avoid, directions, washing, being clean, routines, using the toilet, snip,

Personal, Social and Emotional Development

I know how it feels to be proud of something I am good at.

I can tell you one way I am special and unique.

I know that all families are different.

I know there are lots of different houses and homes.

I can tell you how I could make new friends.

I can use my words to stand up for myself.

Key Vocabulary:

Feelings, proud, achieve, special, friendships

Understanding of the World

I can talk about the materials that I have collected.

I know some objects can snap, can stretch or cannot bend.

I know that when I put an object in front of a torch, it makes a shadow.

I I can respond to natural phenomena on trips, such as forest school.

I know important family events in my life such as my birthday and Christmas.

I know what happens at a celebration e.g: a party.

I can shows interest in the lives of people who are familiar to them

I can talk about joining in with family customs and routines

Key Vocabulary:

Light, shadow, torch, shine ,map, home, route, under, above, living things, unique, family, ife, special times, birthday, celebration, Christmas, Diwali, different, same.

Key Vocabulary- Celebrations

Autumn 2
Altogether, age, counting, counting finger, building, turn,

National Curriculum Links

Science

Geography

History

Art

Design and Technology

PE

RE

Music

PHSE

Expressive, Arts and Design

I know how to use pencils competently, safely and confidently to make marks.

I can draw with increasing complexity and detail e.g. representing a face with a circle.

I know how to use pre-cut shapes to begin to add detail to pictures.

Use one handed tools and equipment e.g. making snips with scissors.

Create a simple structure using malleable materials

I know some traditional nursery rhymes with support.

I know that instruments make different sounds.

I know songs have simple repeated rhythms.

I know that I can combine different ingredients to create something new.

Key Vocabulary: