

Physical Development

- To choose the right resources to carry out their own plan.
- To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- To use one-handed tools and equipment, for example, making snips in paper with scissors.
- To use a comfortable grip with good control when holding pens and pencils.
- To show a preference for a dominant hand.

Communication and Language

- To enjoy listening to longer stories and can remember much of what happens
- To use a wider range of vocabulary.
- To understand 'why' questions
- To know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- To start a conversation with an adult or a friend and continue it for many turns
- To be able to express a point of view and to debate when they disagree

Literacy

Phonics

- RWI programme
- Children split into groups to practise reading skills.*
- To link sounds to letters
- To start to blend sounds to read words
- To read simple sentences

Reading

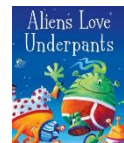
- To be able to spot and suggest rhymes
- To read individual letters by saying the sounds for them.
- To engage in extended conversations about stories, learning new vocabulary.
- To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- To know that information can be retrieved from books and computers (science link)
- To recognise the characteristics of non-fiction books and start to use these to gather information

Writing

- To write own name forming some or all letters correctly
- To use phonic knowledge to write simple words
- To write captions, labels and sentences
- To know about spacing between words
- Ex To control the size, shape and orientation of letters

Books – Key Texts

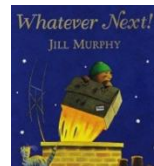
- Aliens Love Underpants – Claire Freedman



- Man on the Moon – Simon Bartram



- Whatever Next – Jill Murphy



- Christmas, Diwali and Hannukah stories

Medium Term

Autumn 2

Space and Celebrations



Understanding the World

- To talk about what they see, using a wide vocabulary.
- To explore how things work
- To explore and talk about different forces they can feel.
- To talk about the differences between materials and changes they notice.
- Follow Jigsaw RE – Autumn 2 - Christmas

Festivals and events

Remembrance day - 11th November
Children in Need – 13th November
Diwali – 14th November
Anti-bullying week - 16th November
Road Safety Week - 16th – 22nd November
Hanukah – 10th - 18th December
Christmas - 25th December

Personal, Social and Emotional Development

- To develop their sense of responsibility and membership of a community.
- To play with one or more other children, extending and elaborating play ideas.
- To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Follow Jigsaw PSHE – Autumn 2 - Celebrating Differences

Mathematics

(Linking to White Rose SOL)

- To link numerals to amounts
- To identify representations of 1, 2 and 3
- To subitise, count and match numbers 1, 2 and 3
- To compare quantities and numbers 1, 2 and 3 and find and say 1 more than and 1 less than
- To explore the compositions of numbers 1, 2 and 3
- To talk about and explore 2D shapes, to recognise and learn properties about circles and triangles
- To hear and begin to use positional language

Expressive Arts and Design

- To explore different materials freely, in order to develop their ideas about how to use them and what to make.
- To develop their own ideas and then decide which materials to use to express them.
- To join different materials and explore different textures.
- To draw with increasing complexity and detail, such as representing a face with a circle and including details.
- To explore colour and colour mixing.
- To remember and sing entire songs.
- Follow Music Express – Working World