



English	
<p><b>Comprehension and word reading:</b></p> <p>I understand that print has different purposes.</p> <p>I can name the different parts of a book.</p> <p>I can recognise words with the same initial sound.</p> <p>I can recognise Phase 2 sounds and the first six tricky words.</p> <p>I can read some VC and CVC words with known Phase 2 sounds.</p>	<p><b>Writing:</b></p> <p>I can write the first six tricky words in Phase 2.</p> <p>I can write my name</p> <p>I can write the Phase 2 letter sounds correctly.</p> <p>I can write some VC and CVC words with known sounds.</p>
Maths	
<p><b>Numerical patterns:</b> I can compare numbers and use the vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.</p> <p>I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>I can continue, copy and create repeating patterns.</p> <p>I can compare length, weight and capacity.</p> <p><b>Number:</b></p> <p>I can recite numbers 0-5 in order, forwards and backwards.</p> <p>I can confidently recognise numbers 0-10</p> <p>I can use Numicon to support number recognition</p> <p>I can count 1:1</p> <p>I can show an amount on my fingers</p> <p>I can recognise numbers in the environment</p> <p>I can counts actions or objects which cannot be moved</p> <p>I can find the total number of items in two groups by counting all of them</p> <p>I can say the number that is one more than a given number</p> <p>I can find one more or one less from a group of up to five objects</p> <p>In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting</p> <p>I can record, using marks that they can interpret and explain</p> <p>I am beginning to identify own mathematical problems based on own interests and fascinations</p> <p>I am beginning to solve problems and explore numbers</p> <p>I am able to explain my answers and reason</p>	
<p><b>Vocabulary:</b> more, less, fewer, same, match, numeral names, subitise, sorting, circle, semi-circle, triangle, how many, count, 5 frame, square, rectangle, rhombus, order, day, night, morning, afternoon, before, after, today, tomorrow, now, next, later, days of the week, first, next.</p>	
Understanding of the world	



<p><b>People, Culture and Communities:</b> I can understand what Christians believe happened at Christmas I understand that people don’t always enjoy the same things as I do I can talk about my family and community. I can recall what happens during different celebrations at this time I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>The Natural world:</b> I can observe the changes that happen throughout Autumn and I can create pictures that represent the changes I can make observations of animals and plants and explain why some things occur, and talk about changes</p> <p><b>Past and present:</b> I can comment on images of familiar images from the past. I can compare and contrast characters from stories, including figures from the past. History Enquiry 3 - Special times and events – what celebrations/festivals do we enjoy?</p>		<p><b>Key Nuggets To Be Revisited</b> Who was born at Christmas? Can you name some different celebrations and talk about what happens? How do you know it is autumn? Which clothes match which season?</p>
		<p><b>Planned Misconceptions</b> That Christmas is all about getting presents and Father Christmas. Everyone likes the things that I like. Everyone celebrates the same sort of events. Autumn happens in every country at the same time.</p>
<p><b>Vocabulary:</b> celebration, advent, Christmas, birthday, Diwali, Baptism, anniversary, wedding, christening, autumn, winter, spring, summer, weather, change.</p>	<p>Linked Texts: The Nativity Story Hurry up, birthday! by Paeony Lewis</p>	
<p><b>This learning links from:</b> History Unit 1 - How have I changed since I was a baby?, seasonal changes discussed last half term</p>	<p><b>This learning links to :</b> future seasonal change knowledge, local area knowledge and History Unit 2 - Why do we wear different clothes at different times of the year?, animals and plants looked at in the summer term.</p>	
<p><b>Religious Education</b></p>		
<p><b>Big Question: How do we become part of God’s family? How do people celebrate the birth of Jesus?</b> I know what happens during the celebration of Baptism I can go to church and observe what is around me I can retell the story of the Nativity I can be part of a Christmas performance I can talk about Advent and how it is celebrated. I know that Mary was chosen by God to give birth to His son. I know that Jesus’ birth is celebrated in different ways in different cultures.</p>		<p><b>Key Nuggets To Be Revisited</b> What happens during a Baptism? What does the candle represent? What happens in a church? Where was Jesus born and who came to visit him there? What is advent and what things might we do during advent? Who is the mother of Jesus?</p>
		<p><b>Planned Misconceptions</b> Everyone is Baptised. Everyone goes to church with their family. Advent is all about counting the days until Father Christmas comes!</p>
<p><b>Vocabulary:</b> Baptism, Church, God, Jesus, advent, nativity, celebration, preparation, family.</p>	<p>Linked Texts: The Bible</p>	
<p><b>This learning links from:</b> Creation unit, celebrations discussed in UoW.</p>	<p><b>This learning links to :</b> Galilee to Jerusalem unit in Spring 1 (The visit of the Magi with gifts, Jesus blesses the little children, Feeding of the 5000, Jesus is God’s son and</p>	



	came for everyone, He loves and cares for all, learn the Glory Be response)
<p><b>RSHE:</b> Complete Module 1 - Created and loved by God</p> <p><b>Unit 2 Me, My Body, My Health</b> - Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.</p> <p><b>Unit 3 Emotional well being</b> -Emotional Well-Being, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p> <p><b>Unit 4 Life Cycles</b> -Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in Unit 4 – Life Cycles children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives and that we are loved by Him at every life stage.</p>	<p><b>Key Nuggets to be revised</b></p> <p>Do we all like/dislike the same things?</p> <p>What could the consequences be if you do/say...?</p> <p>Can you describe what happens as we get older?</p> <p>Can you describe the life cycle of a human?</p> <p><b>Planned misconceptions</b> - Saying sorry means everything is sorted straight away. Not everyone has feelings. That everyone has the same feelings at the same time.</p>
<p><b>Vocabulary</b> - likes, dislikes, comfortable and uncomfortable feelings,actions, consequences, mistakes, sorry, forgiveness, life cycle.</p>	<p><b>Linked text:</b> N/A</p>
<p><b>This learning links from:</b> Learning about the story of creation. Celebrating differences, talents, abilities and gifts. Learning about looking after their bodies.</p>	<p><b>This learning links to :</b> Knowledge that the Bible is special to us. Jesus is a role model to us.</p>

Physical development	<p><b>Unit: Gross motor skills</b></p> <p><b>Key skills:</b> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"><li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li><li>• Start taking part in some group activities which they make up for themselves, or in teams.</li><li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li><li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li><li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li></ul> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Key skills:</b> Get set 4 PE - Fundamentals Unit</p> <p>I can revise and refine fundamental movement skills</p> <p>I am developing a more fluent style of moving.</p> <p>I am developing overall body strength, co-ordination, balance and agility.</p> <p>To develop balancing when stationary and on the move</p> <p>To develop running and stopping</p> <p>To develop changing direction</p> <p>To develop jumping and landing</p> <p>To develop hopping and landing with control</p>	<p><b>Key Nuggets To Be Revisited</b></p> <p>Can you balance?</p> <p>What helps us to balance?</p> <p>Can you put 3 moves in sequence and show me? Can you repeat it?</p> <p>Can you work as a team to move this heavy plank?</p> <p>How can you make it safe?</p> <p>Can you hold a pencil with pinchy fingers?</p> <p>How do we move safely around a room when we are carrying scissors?</p> <p>Can you do up your coat?</p>
		<p><b>Planned Misconceptions</b></p> <p>N/A</p>



	To explore different ways to travel		
	<b>Unit: Fine motor skills</b> <b>Key skills:</b> Use a comfortable grip with good control when holding pens and pencils. <ul style="list-style-type: none"><li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li></ul>		
	<b>Vocabulary:</b> skip, hop, balance, rhythm, sequence, pattern, crawl, walk, run, control.		<b>Linked Texts:</b> NA
	<b>This learning links from:</b> Outdoor learning experiences from Autumn 1 and correct pencil grip development as part of individual next steps.		<b>This learning links to :</b> Get set for PE Gymnastics Unit 1
Expressive Arts and Design	<b>Unit: Being imaginative and expressive</b> I can recreate events that have happened in my own life I can use small world resources to recreate familiar scenes I am beginning to gain confidence in my own way of representing ideas I can access the role play and play using my imagination skills I can sing in a group and on my own. I can move to music. I can explore and engage in music making and dance. I can sing an entire song. I can sing the pitch of a tone sung by another person. I can sing the melodic shape of familiar songs.	<b>Key Nuggets To Be Revisited</b> Can you sing the words to this song? Can you tap the pulse of the music? Can you sing in tune? Can you pretend to be...?	
		<b>Planned Misconceptions</b> N/A	
	<b>Vocabulary :</b> pulse, rhythm, beat, pitch, high, low, fast, slow, sing, move, feel.		Linked Texts
	<b>This learning links from:</b> Small world play accessed in autumn 1. Home corner role play. Singing and music skills developed through the Charanga unit 'Me'.		<b>This learning links to:</b> Charanga unit 3.
Expressive design	<b>Unit: Creating with materials</b> I can create pictures using a range of materials I can manipulate materials to achieve a planned effect I can construct with a purpose in mind, using a variety of resources I can use simple tools and techniques competently and appropriately I can select appropriate resources and adapt work where necessary I can select tools and techniques needed to shape, assemble and join materials they are using I can make seasonal crafts following instructions I can create Christmas pictures using a range of resources	<b>Key Nuggets To Be Revisited</b> Can you follow these instructions to make something? Can you use scissors, glue, split pins on your own? Can you draw a (recognisable) picture?	
		<b>Planned Misconceptions</b> That I can use the same tools and techniques with different materials. That all materials can be manipulated in the same way.	
	<b>Vocabulary :</b> mix, picture, materials, construct, shape, assemble, join, draw, create.		Linked Texts
	<b>This learning links from:</b> creations made through continuous provision in Autumn 1.		<b>This learning links to:</b> Easter crafts, Mothers day cards and other craft activities accessed through the continuous provision.
	<b>Unit: Self regulation</b>	<b>Key Nuggets To Be Revisited</b>	



Personal, social and emotional	<ul style="list-style-type: none"><li>• Understand gradually how others might be feeling.</li><li>• Talk with others to solve conflicts.</li></ul> <b>Unit: Managing self</b> <ul style="list-style-type: none"><li>• Remember rules without needing an adult to remind them.</li><li>• Make healthy choices about food, drink, activity and toothbrushing.</li></ul> <b>Unit: Building relationships</b> <ul style="list-style-type: none"><li>• Develop their sense of responsibility and membership of a community.</li><li>• Show more confidence in new social situations.</li><li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li></ul>	Can you identify how a person might be feeling and why? Can you talk about the rules of our class and why we have them? How can we keep our teeth healthy? How can we keep our bodies healthy? Can you talk to a friend to solve a conflict? Can you remember the pantosaurus song?	
		<b>Planned Misconceptions</b> That everyone feels the same way about the same things. That everyone will agree with what you are suggesting. That everyone will share if you ask.	
	<b>Vocabulary:</b> feelings, happy, sad, scared, angry, tired, healthy, unhealthy, confidence, solution.	Linked Texts	
	<b>This learning links from:</b> PATHS units (happy, sad, mad, feelings, compliments), RE and RSHE units covered in Autumn 1.	<b>This learning links to:</b> PATHS units Vol 1, RE (Getting to know Jesus) and RSHE module 2 (Created to love others).	
Communication and language	<b>Listening, attention and understanding:</b> <ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens.</li><li>• Pay attention to more than one thing at a time, which can be difficult.</li></ul> <b>Speaking:</b> <ul style="list-style-type: none"><li>• Use longer sentences of four to six words.</li><li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li><li>• Use a wider range of vocabulary</li><li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li><li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li></ul>	<b>Key Nuggets to be re-visited:</b>  Can you pay attention to the whole story? Can you tell me some of the things that happened in the story? Can you start to answer some how and why questions in relation to a story or an event? Can you follow a two part instruction?	
	<b>Vocabulary:</b> listen, remember, first, next, instruction, question, why.	<b>Planned misconceptions:</b> That everyone will agree with your point of view.	
	<b>This learning links from:</b> skills developed in Autumn 1 - listening, focus, confidence, recall, vocabulary.	<b>This learning links to:</b> the continuation of the skills developed through different topics in the Spring term.	