



What do we want children to **know** by the end of this block and what do we want children to know **how to do** by the end of this block?

Communication and Language:

- Follow adult cues to listen.
- Know behaviours for successful listening.
- Participate in predictable texts.
- Recall a range of simple nursery rhymes.
- Ask 'either/or' questions.
- Participate in independent learning.
- Recall and define specialist vocabulary for the half term

Words and phrases we want children to recall and define:
Nursery rhymes, stop, listen, quiet, talking

Personal, Social & Emotional Development

- Follow classroom routines including self-help with clothing and personal care.
- Follow classroom expectations.
- Distinguish between healthy food choices and special treats.
- Define what makes me special
- Build a vocabulary around feelings

Words and phrases we want children to recall and define:
Emotions - beyond happy & sad. Healthy / unhealthy / treats.

Physical Development

- Stack, align and balance blocks of different shapes and sizes
- Cutting along lines,
- Hand action songs
- Move safely in a large space, negotiating obstacles
- Change direction.
- Stop quickly.

Words and phrases we want children to recall and define:
Run, stop, go, walk, safe, space, stack, build, on top, next to, cut, line, straight.

Literacy

- Use new taught vocabulary
- Develop language structures through hearing patterned texts.
- Participate in, memorise and perform simple action rhymes.
- Read Write Inc - Speed Sounds Set 1
- Form recognisable letters correctly.
- Use marks or some letters for meaning.
- Write / copy their first name and some of their surname

Words and phrases we want children to recall and define:
Action rhymes, book, beginning, end, sound, letter



Autumn Term 1
...be amazed...

~ stay curious and follow your dreams... never lose your sense of wonder ~

The light-bulb represents the big dreams and the sense of curiosity fostered by introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer.

Maths

- Count forwards to 10, naming the number after and counting on from a given number.
- Count sets of actions, demonstrating the cardinal rule within 5
- Use subitising skills rather than counting skills for small quantities
- Begin to understand number composition to 5
- Recognise commonality and make sets.
- Qualitative comparison of length and height
- Complete AB visual linear patterns
- Narrate the pattern of the school day using now, next, after playtime, after lunch, before bedtime etc

Words and phrases we want children to recall and define:
Numbers, count, how many? group, sort, category, set

Understanding the World

- Describe changes of state,
- Name plants and parts of plants in allotment harvest.
- Describe and represent the home in 2D and 3D, naming rooms and parts of the building.
- Know that children were babies in the past.
- Know that adults were children in the past.
- Know that adults can remember things from the past.
- Recycling household waste, describing original and new use of objects, e.g. these kitchen rolls can be telescopes
- Name body parts

Words and phrases we want children to recall and define:
Myself, my home, family, classroom, Greenfields Community Primary school, Reception.

Expressive Arts & Design

- Stack, align and balance with bricks and blocks on a range of scales.
- Draw familiar people from memory, with attention to detail.
- Enact domestic routines and brief family narratives using props.
- Mark the pulse of pieces of music using body percussion.
- Copy, memorise and perform a repertoire of simple hand-action songs.

Words and phrases we want children to recall and define:
Family members, face, hair, eyes, teeth, nose, lips, tongue, hair, glasses, arms, legs, body, feet, hand action song

