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| **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 & Language**  To listen to a short story in a group of up to 12 children.  To know rules of listening – sit still, look at the person speaking, think about the words and wait for your turn to speak.  To join in with repeated refrains in rhymes and stories.  **Understanding**  To understand who, what and where in simple sentences.  To understand concepts **Position:** on; off; in; out; up; down; under; top; open; shut bottom; behind; first; near **Size:** big; small/little; long short **Quantity:** 1; 2, 3; every; none  **Other:** stop; go/start; loud; quiet; heavy; soft; fast; hot; cold hard; slow; light (weight);  To follow instructions containing 4 information carrying words.  To understand the use of objects.  To respond to how and why questions.  **Speaking**  To use phrases of 5 words to communicate simple ideas, past events or stories to others. | **Physical Development**  **Fine motor**  To put coat on  To fasten zip  To use a range of tools competently, safely and confidently. Tool: pencils paintbrushes, scissors, knives, forks and spoons  **Gross Motor**  Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  To use a balance bike safely and demonstrate control. | **Personal, Social & Emotional development**  **Jigsaw unit - Being Me in my world**  To understand how it feels to belong and that we are similar and different.  To recognise and manage my feelings  To work with others to make school a good place to be.  To understand why it is good to be kind and use gentle hands.  to understand children’s rights and this means we should all be allowed to learn and play,  To know what being responsible means,  **RE - F4 Being Special: where do we belong?**  • Retell religious stories making connections with personal experiences  • Share and record occasions when things have happened in their lives that made them feel special  • Recall simply what happens at a traditional Christian infant baptism and dedication  • Recall simply what happens when a baby is welcomed into a religion other  than Christianity. |
| **Literacy -**  **Genres - names, labels, captions, narrative, recount**  **Reading**  To sequence 3 pictures from a well-known story.  To describe characters and settings.  To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  **Writing**  To make marks to represent name and other words  To write their first name  To write letters m, a, s, d, t p, i, n, g, o, c, k, u, b, e, f | **Autumn 1 (Reception)**  **All About Me**  **Autumn**  All about me – photos  Autumn  Harvest  Family  Growing up – generations | **Maths - White Rose - Just like me It’s me 1,2,3 NCETM - Rec weeks 1- 6**  To sort same collection in different ways.  To compare amounts, size mass and capacity.  To make AB patterns and identify a mistake  To subitise arrangements up to 3.  To recognise quantities 1,2 3  To recognise and name numerals 1,2,3  To represent and compare and understand composition of 1,2,3  To find one more and one less than quantities to 3  To describe the properties of triangles and circles.  To name triangles and circles. |
| **Understanding of the world**  **People, cultures and communities**  To name and describe people who are important to them.  Talk about members of their immediate family and community  **The Natural world**  To explore, using all their senses, and name autumnal natural materials.  To explore collections of materials with similar and/or different properties.  To talk about what they see, using a wide vocabulary.  **Past & Present**  Know that children were babies in the past. Know that adults were children in the past. Comment on images of familiar situations in the past. | **Phonics**  To join in with familiar nursery rhymes  To read single-letter Set 1 sounds  To blend sounds into words orally.  Parents – How to say the sounds (click on link)  https://schools.ruthmiskin.com/training/view/tzgrE0pK/nY5ZSo47 | **Expressive Arts & design**  **Drawing - Line & pattern**  To make and describe different lines. To make a line that changes. To use different lines together. To create closed shapes with continuous lines.  Draw with increasing complexity and detail, such as representing a face with a circle and including details emotions  Finding lines in pictures - Van Gogh  **Painting** - use thick and thin brushes, move paint in different ways  To tell their own stories. (Helicopter stories)  To remember and sing entire songs. To create their own songs, or improvise a song around one they know. |