

Communication and Language

By the end of Autumn 1, children will:

Listen to stories, rhymes, songs and one part instructions in small groups.

Mimic the use of full sentences/questions for regular school routines e.g. Please may I go to the toilet

Make eye-contact with a speaker and display physical listening behaviours

Use gestures to show friendship
Respond to greetings

Use relevant nouns when communicating
Provide examples of collective nouns e.g. vegetables – carrots

Use simple adjectives e.g. colours, shapes, textures

Learn autumn term tier 2 and 3 vocabulary

Join in with simple songs, rhymes and songs

Language

By the end of Autumn 1, children will learn the language associated with:

Songs
Rhymes
Family members (nouns)
Age (young, old etc.)
Social (Friendship, greetings)
Living arrangements
Size
Positional
Outdoors (forests, picnics)
Food adjectives
Zones of regulation

Physical Development

By the end of Autumn 1, children will:

Move their whole body in a variety of ways
Balance on two feet and sit on a chair and the floor
Use the whole of both arms to make movements
Follow balance obstacle challenge
Work with others to move through hoops
Reach and stretch to retrieve and place objects
Steps, strides, hops, bounces, bridges and tunnels
Use a variety of ways of travel over apparatus

Move around the environments safely

Make marks with a variety of implements including writing equipment

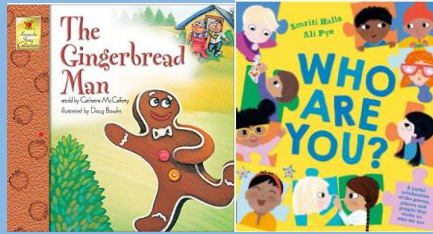
Use hand held tools with adult supervision, such as scissors and cutlery
Attempt a simple representation when drawing
Take off coat and jumper
Use the toilet when reminded
Wash their hands effectively with some support

Self – Regulation

Zones of Regulation
Routines – What's the same and what's different?
Home vs. School

This is Us!

Gingerbread



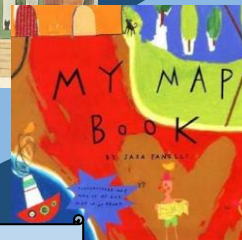
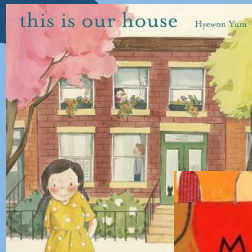
My Favourite Food



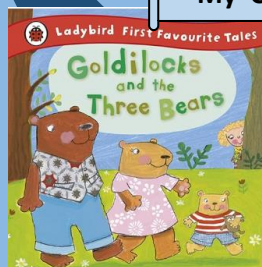
My Favourite Story



My Home and Family



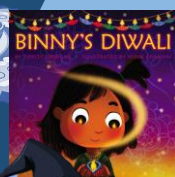
My Community



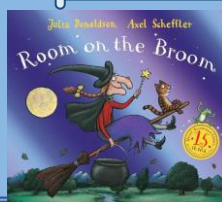
Goldilocks and the Three Bears



Diwali



Hallowe'en



Indoors/Outdoors

Café
Three Bears Cottage

Experiences/visits/visitors

Scrap booking
Den Building
Food Hubs
Park visits
Growing food
Cooking – making breads and celebrating culture
Jubilee Library
Baby visit
Have a visit from a member of the Hindu faith around Diwali

Core Texts:

Who Are You? Smriti Halls

Here We Are Oliver Jeffers

The Three Little Pigs Alex Scheffler

The Gingerbread Man Gail Yerrill

Goldilocks and the Three Bears Sophie Giles

Key texts:

The Gingerbread Boy Richard Egielski

Biscuit Bear Mini Grey

Gingerbread Girl Lisa Campbell Ernst

Spreading my Wings Nadiya Hussain

The Same but Different too Karl Newson

Super Duper You Sophy Henn

The Colour Monster goes to School Anna Llenas

New Baby Sarah Shaffi

So Much Trish Cooke

Love Corrinne Averiss

Hats of Faith Madeia Cohan

Nursery Rhymes, songs, poetry:

Mother Goose's Nursery Rhymes Alex Scheffler

Honey for You Honey for Me Michael Rosen

Food and Cooking:

What's on your Plate? Whitney Stewart

Welcome to our Table Laura Mucha

Green Green Marie Lamba

Be an Eco Hero Florence Urquhart

Don't Put your Finger in the Jelly Nick Sharratt

Homes and places:

Home Carson Ellis

This is Our House Michael Rosen

Personal, Social and Emotional Development

By the end of Autumn 1, children will:

Feel safe, settled and happy in the school environment visibly settled

Understand that everything belongs to everyone

Can stop and listen to an adult

Start to understand the similarities and differences between each other

Understand their school community – Global Citizenship

Be more outgoing with unfamiliar people

Learn the school values – safe, responsible, respectful, kind - and behaviours for learning

Begin to manage their own personal needs, with adult modelling

Take turns on most occasions with adult support
Enjoy cooperating within the environments when supported

Be comfortable around new adults at school

Know their teachers names

Play alongside others sharing resources with support

Notice and comment on some physical differences between themselves

Understanding of the World

By the end of Autumn 1, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

Know there are days of the week that repeat in order
Know there are times of day that repeat in order
Knows how old they are in years
Understand humans change overtime
Make comments on images of their own past
Talk about significant past events from their own lives
Talk about similarities and differences across their own and others' families

People Cultures and Communities: Unique, similar, belonging, worship

Know the name of my school
Know I live in Brighton
Name and begin to describe places that are important to me
Know which parts of the globe are land and sea
Know what makes a good friend
Understand they are unique and talk about likes/ dislikes
Name and describe members of their immediate family/ those that are familiar to them
Know that directions can be followed to lead to different places
Recognise that people celebrate special times in different ways
Know the story of Rama and Sita and begin to understand how Diwali is celebrated

Natural World: Question, investigation, change

Show curiosity about the natural world, objects, events and people, questioning why things happen
Able to name digital devices in their local environment
Develop own narratives and explanations by connecting ideas or events
Engage in open ended activity playing and exploring
Use senses to explore natural materials
Know that there are different natural environments around our school (Queen's park, pond in park, garden in Royal Spa nursery)
Understand that respect applies to the natural environment and all living things

Expressive Art and Design

By the end of Autumn 1, children will:
-Respond to music through movement
-Sing a range of well-known songs from memory
-Select classroom objects to use as instruments
-Explore use of colours and mixing colours in their work
-Work from provided photos and concrete objects
-Tell an adult or peer what they have created
-Take part in purposeful roleplay with adult support
-Explore a variety of materials, tools and techniques to achieve a planned effect
-Explore how ingredients change when heated in preparation for cooking



Maths - A sense of 3

By the end of Autumn 1, Children will:

Organise numbers with a sense of 2 and a sense of 5
Begin using the terms odd and even
Flash numbers
Identify distance from 5
Describe the composition of 5
Subitise 3 in regular and random form
Use positional language when subitising
Compare numbers to 3
Visualise 3
Know the cardinal value of 3
Know the ordinal value of 3
Use special reasoning with 3 (0 and 10)
Work with patterns of 3
Link 3 to triangles
Use one finger, one push on the Rekenrek
Use a tens frame
Use a PPW model

Literacy

By the end of autumn 1, children will:

Comprehension

Understand print carries meaning
Know the parts of a book e.g. pages, cover, title
Enjoy books, stories, rhymes and poems
Listen attentively to shared stories
Talk about stories in simple conversation
Begin to engage with and use new story vocabulary
Be confident with Reading Tier 2 vocabulary – What and Who

Word Reading/ Phonics

Spot and suggest rhymes
Clap out syllables
Notice when words begin with the same sound
Orally blend and segment VC / CVC words
Begin to read individual letters by saying the corresponding sound
Name most letters in the alphabet
Read CV and CVC by segmenting and blending
Read sight words (phase 2 exception words and familiar words like their name, mummy, daddy and shop logos)
Start to apply their phonics knowledge and sight reading skills to read simple short captions within phase 2

Writing

Articulate something that they wish to write
Attempt the 'nip, flip, grip' approach
Write some of their name
Be able to give meaning to marks
Be confident to have a go
Use symbols, marks, random letters, letter string or groups to communicate meaning
Listen carefully to the sounds in words they want to write
Writing Opportunities
Name writing
Favourite places and why
Invitations

A Kind and Inclusive learning
community with high
expectations for all