

Communication and Language

- to show an understanding of prepositions such as “under” “on top”
- to respond to instructions
- to listen and respond to ideas expressed by others
- to listen to others 1-1 or in small groups
- to maintain attention, concentrates and sits quietly during activity
- to have 2 channelled attention – can listen and do
- to use more complex sentences to link thoughts e.g. because
- to retell a simple past event in the correct order – how do things change?
- to extend vocabulary by naming, grouping, and exploring the meaning of new words

Physical Development

- to be able to dress with help
- to show understanding of how to transport and store equipment safely
- to be able to practice some appropriate safety measures
- to hold a pencil near point between 2 fingers and thumb and use it with good control
- to be able to travel with confidence and skill around, under, over and through balancing and climbing equipment
- to handle tools, objects, construction and malleable materials safely
- to form recognisable letters

Personal, Social Emotional Development

- to demonstrate friendly behaviour, initiating and forming good relationships with peers
- to initiate conversations, attends to and takes account of what others say
- to be able to take steps to resolve conflicts
- aware of own feelings and knows that some actions can hurt others
- to be able to accept the needs of others and can take turns and share resources, sometimes with support
- to be aware of the boundaries set, and of behavioural expectations
- to be more outgoing towards unfamiliar people and more confident in new situations
- to be confident to talk to other children when playing
- to be confident to speak to others about own wants, needs, interests and opinions

Literacy

- Phonics Phase Two
- to segment the sounds in simple words and blend them together (reading)
- to link sounds to letters, naming and sounding the letters of the alphabet
- to use some clearly identifiable letters to communicate meaning representing some sounds correctly
- to describe main story events and settings
- to recognise familiar words and signs
- to know that print carries meaning and is read from l-r in English
- to hear and say the initial sound in words
- to segment the sounds in simple words and blend them (writing)
- to link sounds to letters, naming and sounding letters
- to continue a rhyming string

Maths

- to use positional language
- to use mathematical names and descriptions for 3D (solid) and 2D (flat) shapes
- to use familiar and common shapes to create patterns
- to use everyday language related to time – night time, day time
- to recite numbers in order to 10
- to sometimes match numeral and quantity correctly
- to count objects to 10, and beginning to count beyond 10 (1-1 correspondence)
- to select the correct numeral to represent 1-5 then 1-10 objects
- to find the total number of items in 2 groups by counting all of them

Understanding of the World

- to know how to operate simple equipment e.g. cd player
- show skill in making toys work by pressing parts or lifting flaps
- to use ICT hardware
- to comment and ask questions about aspects of their familiar world such as the place they live
- to talk about why things happen and how things work
- to look closely at similarities, difference, pattern and change
- to remember and talk about significant events in their own life
- to know some of the things that make them unique and to enjoy joining in with family customs

Expressive Art and Design

- to use available resources to create props to support role play
- to create simple representations of events, people and events
- to play co-operatively as part of a group to develop and act out a narrative
- to use various construction materials
- to begin to build a repertoire of songs and dances
- to explore the different sounds of instruments
- to explore what happens when they mix colours



AUTUMN TWO
(JULIA DONALDSON)
ONCE UPON A TIME

