

Autumn Term Planning

Geography	History	DT	Art	Music	Science	Computing	
Physical Development			Gross Motor Children know how to sit upright on the carpet or a table for 10 minutes. Children know how to demonstrate: - Rolling - Crawling - Walking - Hopping - Skipping - Running Children know how to use a range of large and small apparatus indoors and outdoors, alone and in a group. Children know how to find a safe place to perform movements (away from others and apparatus) Children know how to ride 3 wheeled trikes independently.		Fine Motor Children know how to hold a pencil or paintbrush using a tripod grip to make marks or draw pictures. Children know how to manipulate a range of tools with adult support Children know how to form letters correctly following a letter formation guide (See Phonics Overview) Children know how to hold scissors and cut in a straight line. Children know how to shape dough/sand using their hands (dough disco: roll, splat squeeze) Children know how to roll dough out and use simple cutters. Children are beginning to hold a knife and fork correctly. Children know how to cut up simple foods with a knife (e.g. fish fingers)		Health and Hygiene Children know how to get into a line, standing one behind the other (Collective Worship, fire drill) Children know how to wash their hands with supervision. Children know how to manage their own toileting mostly independently.
ELGs: Gross Motor Skills: Children at the expected level of development will: – Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills: Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.							
Communication and Language			Listening, attention and understanding Children know how to listen carefully and follow one step instructions. Children know how to sit and listen to a story/non-fiction text in a whole class group. Children know how to listen to songs and rhymes. Children know how to listen to the core texts and begin to talk about them. Children learn some new topic vocabulary and begin to use this with support. Children know how to join in with circle time. Children know how to talk about how to behave at school.		Speaking Children learn and join in with familiar nursery rhymes. Children learn new topic vocabulary and begin to use this with adult support. Children know how to join in with discussions in a small, familiar group. Children know how to retell a story from our core texts using props to help and support from an adult. Children know how to say good morning and good afternoon during the register. Children know how to ask "Would you like to play with me?" "Please know how to I go to the toilet?" "Please know how to you help me?"		

		Children know how to express their feelings "I am sad/happy/cross/excited" (colour monster) Children know how to say "I am going to" Children know how to say "I have been/made..." Children know how to talk about their ideas in full sentences that know how to be understood by others.	
ELGs: Listening, Attention and Understanding: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking: Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			
Personal, Social and Emotional Development	Self-regulation Children know how to recognise when they are tired/sad/angry with support and choose an appropriate action. Children know how to ask "Would you like to play with me?" "Please know how to I go to the toilet?" "Please know how to you help me?" Children know how to express their feelings "I am sad/happy/cross/excited" (colour monster) Children know how to say "I am going to" Children know how to say "I have been/made..." Children are encouraged to ask for help when needed. Children stop what they are doing during a focussed activity when the adult says their name, claps or rings the bells.	Managing Self Children know how to wash their hands with supervision. Children know how to manage their own toileting mostly independently. Children know how to put their coat on and zip it up with some support. Children know how to take their shoes off and put their wellies on independently. Children know how to put their shoes on independently (not with laces) Children know how to undress independently and redress with some support. With support children know how to follow simple rules (I know how to sit on the carpet, I know how to line up, I keep my hands to myself, I listen to an adult, I tidy up when I've been asked) Children know how to choose what they want to play with. Children know how to keep trying at a challenge with adult support. Children know how to say something they are good at. Children begin to identify healthy and unhealthy foods.	Building Relationships Children know how to share classroom resources with adult guidance. Children know how to play alongside others engaged in the same play. Children know how to name the key adults and peers in school. Children seek out a familiar adult when they need help or are upset. With support, children know how to take turns when using classroom resources. Children know how to recognise when they are tired/sad/angry with support and choose an appropriate action.

ELGs:**Self-Regulation:**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self:

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs

Literacy**Word Reading**

Children know how to read phase 2 graphemes.
Children know how to read CV/VC/CVC words using phase 2 sounds
Children know how to read the tricky words is, I, the, put, pull, full, as, and, his, her, no, go, to, into, she, push, he, of, we, me, be
(See Phonics Overview)

Comprehension

Children know how to join in with popular rhymes and repeated refrains.
Children know how to retell key events from a story.
Children know how to sequence 3 pictures from a story.
Children know how to retell a story from our core texts using props and support from an adult.

Writing

Children know how to form lower case letters correctly following a letter formation guide.
Children know how to write VC/CV/CVC words independently using phase 2 graphemes.
Children know how to write (hold) a 3 word sentence with adult support.

ELGs:**Comprehension:**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading:

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that know how to be read by others.

Maths	NUMBER Counting Children know how to count securely at least 5 objects and correspond correctly when they count. Children know how to give the total group once they have counted. Subitising Children start to subitise groups and pictures of groups of 5 objects (including a 5 frame) Children know how to recognise the coins 1p, 2p and 5p Composition Children know how to put groups of objects together and count the total (up to 5) Children know how to make amounts up to 5p using 1p, 2p and 5p coins. Number Formation Children know how to write numerals 0–5 with correct formation.	NUMERICAL PATTERNS Counting Children know how to count backwards and forwards fluently to at least 5 (most to 10) Ordering/Comparing Children compare groups of both identical and non-identical objects to say which group has greater or fewer. They know how to say when the groups are equal. Children know how to compare groups of a minimum of 5 objects with all being able to say (without counting) which is the largest or smallest group. Children know how to use the vocabulary of comparison for group of objects (more/fewer/same amount) Children know how to find one more/one less than a number to 5.	SHAPE, SPACE, MEASURE Measures: Children know how to talk about weight and balance weighing scales. Children know how to use the language: larger, smaller, long, short, tall, heavy, light, fully, empty. Sorting Children know how to name and recognise circles, triangles, squares and rectangles. Children know how to talk about straight and curved sides when discussing shapes. Children know how to make pictures and build using shapes. Children know how to print with 3D shapes and recognise that some 3D shapes make circles, squares and triangles. Spatial Reasoning Children know how to use simple positional and directional language: next to, on top of, under, over, in, behind, between, beside, through. Patterns Children know how to continue, copy and create a two step repeating pattern. Time Children know how to use language: day, night, morning, afternoon, before, after, today, tomorrow, now, next, later. Children know how to sequence days of the week. Children know how to order key events in their daily routines. Children begin to explore the passing of time with sand timers.
ELGs: Number: Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system;			

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities know how to be distributed equally.			
Understanding the World	Past and Present Children know how to talk about the people in their family and people who help them. Children know how to talk about important jobs people do and how they help us. Children are aware that things happened before they were born.	People, Culture and Communities Children know how to talk about their home, the people in their family and people who help them, Children know how to talk about important jobs people do and how that helps us. Children know how to talk about their families and places they have visited with their family. Children (with support) know how to draw ideas from a simple map and talk about special places within their local area (Gonerby/Marston). Children know how to recognise some religions/cultures are different to their own. Children know how to talk about important people in their community (church) (Diwali, Harvest, Christmas, birthdays) Children recognise that people celebrate in different ways. LAS – RE me, myself LAS – RE Special People to Me UC – RE Incarnation F2 Why do Christians perform nativity plays at Christmas?	Natural World Children know how to explore the natural world around them describing what they see, hear and feel. Children know how to make observations and by discussion of animals and plants. Children know how to discuss how the seasons change and observe this (trees, flowers, weather, food) Children know how to talk about the food they eat and where it comes from.
Expressive Arts and Design	Creating with Materials Children know how to use PVA, pritt stick, flour and water to join a range of materials with large, flat surfaces. Children know how to weave paper/pipe cleaners on a simple loom. Children know how to make rubbings showing a mixture of textures and patterns. Children know how to take prints from simple objects. Children know how to hold a pencil or paintbrush using a tripod grip to make marks or simple pictures. Children know how to select an appropriate colour for their artwork Children know how to experiment with colours on mini mash Children combine cut papers to fill in a template (collage) Children know how to retell a story from our core texts using props and support from an adult.	Being Imaginative And Expressive Children recount a simple story line in small group play with adult support. Children learn and join in with familiar nursery rhymes. Children join in with group songs Children start to move to music, copying the ideas of an adult or peer. Children know how to say whether they like the music. Children know how to explore musical instruments on their own and in groups.	

	Children combine boxes/shaped dough to build simple models. *Remembrance Poppies *Diwali Patterns *Firework pictures Children know how to say "I am going to ..." Children know how to say "I have been/made ..." Children know how to share classroom resources with adult guidance Children know how to play alongside others engaged in the same play.		
ELGs: Creating with Materials: Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and, – when appropriate – try to move in time with music.			