

English Children will be taught... - To further develop phonological awareness to engage in extended conversations about stories, learning new vocabulary. - To explore sounds within the environment and use language to describe them. - To play, listen to and describe the sounds of musical instruments and use these to accompany stories. - To begin to copy repeated body percussion, as well as listening to a phrase of three sounds and repeat back. - To listen and respond to rhymes and find words that rhyme with others. - To find words that start with the same sounds. (alliteration) - To explore sounds made with our mouths, including investigating pitch and volume. - To orally blend and segment simple (CVC) words. Drawing club provocations: - Owl Babies - Elmer - The Three Little Pigs - Hansel and Gretel - Pop eye https://youtu.be/nffXvVVKcLs (animation) - Willo the Wisp(the thoughts of moog https://www.youtube.com/watch?v=devz9MVTOE8 (animation)	Phonics Phase 2: s , a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r Tricky Words: and, to, the, no, go 	Skills related to the Pirton R of the half term: READY Children will be taught... - To have the equipment they need for school with them. - To do tasks at the correct pace so they are ready on time. - To be able to dress and undress themselves. - To be able to recognise their name and use it to organise their belongings. - To be able to listen carefully and understand why listening is important. - To be able to stop and listen when they hear the bell ring. - To be able to competently and safely use equipment such as pencils and scissors. - To be able to reset their learning environment so it and they ready for the next part of the day. - To keep their bodies, including their teeth and brains, healthy so they are ready to learn. - To link these skills to being positive, safe and ready like Mo. 	Maths Children will be taught... Match, Sort and Compare Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques Step 6 Create sorting rules Step 7 Compare amounts Talk About Measure And Patterns Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns - To begin to count objects, actions and sounds. - To begin to compare numbers. - To begin to subitise patterns e.g dice. - To begin to compare length, mass and capacity. - To begin to explore shape and patterns in the environment. - To begin to select and manipulate shapes in order to develop spatial reasoning skills. 
Art & D&T (EAD) Children will be taught... Artist Focus: Picasso - To begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. - To choose colours for a purpose - To explore colour, texture and mixed media - To create a self-portrait inspired by a famous artist 	History (Through Understanding the World) Children will be taught... - To name and begin to describe people who are familiar to us. - To comment on images of familiar situations in the past. 	Communication and Language Children will be taught... - To begin to listen carefully to others and to understand why listening is important in small and large groups. - To begin to learn new vocabulary and use it in play. - To begin to ask questions about things that interest us. - To begin to articulate ideas and thoughts. - To begin to engage in story times. - To listen carefully to rhymes and songs, paying attention to how they sound. 	
Music (EAD) Children will be taught... Charanga unit: ME - To begin to move to and talk about music. - To begin to sing in a group or alone. - To begin to explore and engage in music making and dance, performing solo or in a group. - To begin to create collaboratively, sharing ideas, resources and skills. 	Autumn 1 <u>Big Idea/Theme:</u> All about me		RE Children will be taught... - To begin to talk about members of our immediate families and local community. - Beliefs and practices, Symbols and Actions, Sources of Wisdom - Let Me Tell You A Story (Beliefs And Practices) - Exploring Places, Dress, Food And Music (Symbols And Actions) - Jesus’ Birthday Story (Sources Of Wisdom) - What Is The Best Gift We Can Give? - Why Do Christians Perform Nativity Plays At Christmas? (Beliefs And Practices) 
Science (Through Understanding the World) Children will be taught... - To begin to explore the natural world around us. - To begin to understand the effect of changing seasons. 	Physical Development Children will be taught... - To begin to refine the fundamental movement skills: walking, crawling, climbing, rolling, jumping, hopping, skipping. - To begin to develop overall body strength, co-ordinatic and agility. - To begin to develop small motor skills. - To begin to know and talk about the different factors that support their overall health and wellbeing. - To begin to develop the skills needed to manage the school day successfully: lining up, mealtimes, personal hygiene.  Striver: Agility, Space and Movements All children will have daily opportunities to develop their fine motor skills through varied activities designed to strengthen and develop finger dexterity.	PSED Children will be taught... In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one. - To develop their self-identity - To understand their own feelings and the feelings of others around them - To understand that we all play a part in creating a happy and safe classroom environment - The importance of kind hands and words - To understand their rights and responsibilities 	Computing Children will be taught... - To completes a simple program on an electronic device - To use ICT hardware to interact with age-appropriate computer software, such as smart boards, chrome books and iPads. - To create content such as a video recordings, stories and/or draw a picture on screen e.g. draws a picture on the smartboard or records a friend singing using an iPad. 