

Physical Development

- To choose the right resources to carry out their own plan.
- To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- To use one-handed tools and equipment, for example, making snips in paper with scissors.
- To use a comfortable grip with good control when holding pens and pencils.
- To show a preference for a dominant hand.

Communication and Language

- To enjoy listening to longer stories and can remember much of what happens
- To use a wider range of vocabulary.
- To understand 'why' questions
- To know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- To start a conversation with an adult or a friend and continue it for many turns
- To be able to express a point of view and to debate when they disagree

Literacy

Phonics

RWI programme

Children split into groups to practise reading skills.

To link sounds to letters

To start to blend sounds to read words

To read simple sentences

Reading

To be able to spot and suggest rhymes

To read individual letters by saying the sounds for them.

To engage in extended conversations about stories, learning new vocabulary.

To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

To know that information can be retrieved from books and computers (science link)

To recognise the characteristics of non-fiction books and start to use these to gather information

Writing

To write own name forming some or all letters correctly

To use phonic knowledge to write simple words

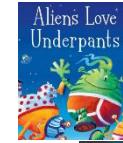
To write captions, labels and sentences

To know about spacing between words

Ex To control the size, shape and orientation of letters

Books – Key Texts

- Aliens Love Underpants – Claire Freedman
- Man on the Moon – Simon Bartram
- Whatever Next – Jill Murphy
- Christmas, Diwali and Hannukah stories



Whatever Next!

JILL MURPHY



Medium Term

Autumn 2



Space and Celebrations



Understanding the World

- To talk about what they see, using a wide vocabulary.
- To explore how things work
- To explore and talk about different forces they can feel.
- To talk about the differences between materials and changes they notice.
- Follow Jigsaw RE – Autumn 2 - Christmas

Festivals and events

Remembrance day - 11th November

Children in Need – 13th November

Diwali – 14th November

Anti-bullying week - 16th November

Road Safety Week - 16th – 22nd November

Hanukkah – 10th - 18th December

Christmas - 25th December

Personal, Social and Emotional Development

- To develop their sense of responsibility and membership of a community.
- To play with one or more other children, extending and elaborating play ideas.
- To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Follow Jigsaw PSHE – Autumn 2 - Celebrating Differences

Mathematics

(Linking to White Rose SOL)

- To link numerals to amounts
- To identify representations of 1, 2 and 3
- To subitise, count and match numbers 1, 2 and 3
- To compare quantities and numbers 1, 2 and 3 and find and say 1 more than and 1 less than
- To explore the compositions of numbers 1, 2 and 3
- To talk about and explore 2D shapes, to recognise and learn properties about circles and triangles
- To hear and begin to use positional language

Expressive Arts and Design

- To explore different materials freely, in order to develop their ideas about how to use them and what to make.
- To develop their own ideas and then decide which materials to use to express them.
- To join different materials and explore different textures.
- To draw with increasing complexity and detail, such as representing a face with a circle and including details.
- To explore colour and colour mixing.
- To remember and sing entire songs.
- Follow Music Express – Working World