

A Carnival of Colour						
Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>High quality texts</b>	Press Here		Mix It Up		Elmer	
<b>Role Play</b>	Home Corner					
<b>Key Dates</b>	Harvest Festival					
<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Joins in with repeated refrains and anticipates key events/phrases in rhymes and stories.</li> <li>Begins to be aware of the way stories are structured, and to tell own stories.</li> <li>Talks about events and principal characters in stories and suggests how the story might end.</li> <li>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).</li> </ul> <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li> <li>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Includes mark making and early writing in their play.</li> <li>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</li> <li>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</li> <li>Can identify the initial letter of their own name and other familiar words.</li> <li>Write some or all of their name. *Write some letters accurately. Begin to write letter strings to represent words, assigning meaning to them. Begin to record initial sounds for words with recognisable letters.</li> </ul>						
<p><b>Maths</b></p> <p><b>Number:</b> Composition</p> <ul style="list-style-type: none"> <li>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</li> <li>Cardinality</li> <li>Subitises one, two and three objects (without counting)</li> <li>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>Links numerals with amounts up to 5 and maybe beyond</li> <li>Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> </ul> <p><b>Numerical Patterns</b> - Comparison</p> <ul style="list-style-type: none"> <li>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</li> <li>Sorting and matching objects that are the same.</li> <li>To understand that when making comparisons can have more items, fewer items or the same/equal set of items.</li> <li>To understand that objects can be compared and ordered according to their size.</li> <li>Counting</li> <li>May enjoy counting verbally as far as they can go</li> <li>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>Extra – Begin to use vocabulary to compare size, mass and capacity e.g. bigger, smaller, heavier, lighter etc.</li> </ul>						
<p><b>Personal, social and emotional development</b></p> <p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</li> <li>Start to express their feelings.</li> </ul>						

## **Managing self**

• Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Begins to manage their own needs. Starts to see themselves as a valuable individual.

### **Building relationships**

• Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Begin to build constructive and respectful relationships.

## **Communication and Language**

### **Listening, attention and understanding**

• Enjoy listening to longer stories and can remember much of what happens. - Engage in story times. Listens carefully to rhymes and songs, paying attention to how they sound. Begins to understand how to listen carefully and why listening is important. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Understands use of objects (e.g. Which one do we cut with?)-

### **Speaking**

• Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Develop their communication, address misconceptions with irregular tenses/plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Builds up vocabulary that reflects the breadth of their experiences.

## **Physical Development**

### **Gross motor**

• Continue to develop their movement, balancing and ball skills. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.

### **Fine motor**

• Use large-muscle movements to paint and make marks. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Develop shoulder muscles through large spiral drawings, mopping, using a roller. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils, paintbrushes, scissors. Participate in activities to develop their pincer grip. Start to develop core muscles to maintain good posture when sitting for a short period of time.

## **Understanding the world**

### **Past and Present**

• Shows interest in the lives of people who are familiar to them. • Can discuss significant events in their own experiences.

**People, Culture and Communities** • Recognises & describes special times or events for family or friends.

**The Natural World** • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Shows care and concern for living things and the environment. Explore the natural world around them.

## **Expressive art and design**

### **Creating with Materials**

• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex 'small worlds' with blocks and construction kits • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing.

**Being Imaginative and Expressive**

• Sing a range of Nursery rhymes and action songs. Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.