

Down in the woods						
Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
High quality texts	Lost and Found	We're going on a bear hunt			The Gruffalo	
Role Play	A cave, woodland campsite.					
Key Dates	Epiphany, Lunar New Year					
<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Joins in with repeated refrains and anticipates key events/phrases in rhymes, stories and traditional tale. Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). <p>Word reading</p> <ul style="list-style-type: none"> 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 Begins to develop phonological awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Hears and says the initial sound in words – begins to segment and blend words to read in phonics. <p>Writing</p> <ul style="list-style-type: none"> Includes mark making and early writing in their play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Attempts to write a variety of words using some recognisable letters Begins to form most letters correctly. Can write their names with increasing accuracy. Can write cvc words mostly correct that can be identified by others. Begin to form a simple sentence. 						
<p>Maths</p> <p>Number - Begin to subitise (recognise quantities without counting) up to 6. Solve real world mathematical problems with numbers up to 5. Build confidence recognising and ordering numbers 1-5. Begin to record recognisable numbers and start to use mathematical symbols. Begin to understand the composition of numbers up to 7.</p> <p>Numerical Patterns - Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to understand that we can add numbers together to make a given number e.g. bonds to 5. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10.</p> <p>Extra – To understand that objects can be compared and ordered according to their size, mass and capacity. • To compare different times of day and use language to describe when events happen eg day, night, morning, afternoon, before, after, today and tomorrow.</p>						
<p>Personal, social and emotional development</p> <p>Self-regulation</p> <ul style="list-style-type: none"> Begins to identify and moderate their own feelings socially and emotionally. Start to think about the perspective of others. Express their feelings and begin to consider the feelings of others. Be sensitive towards others and celebrate what makes each person unique. <p>Managing Self</p> <ul style="list-style-type: none"> Begin to show resilience and perseverance in the face of a challenge. Begin to manage their own needs. 						

Building Relationships

- Form positive attachments to adults and friendships with peers. - Work and play cooperatively and take turns with others. Joins in with family celebrations and customs. Begins to understand that people have different customs and beliefs.

Communication and Language

Listening, Attention and Understanding

Listen to stories with increasing attention and recall. - 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. - Has an understanding of prepositions such as under, on, top and behind. - Listen carefully to rhymes and songs. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Speaking

Ask questions to find out more and to check they understand what has been said to them. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts. Begin to articulate their ideas and thoughts in well- formed sentences.

Physical Development

Gross Motor Skills

- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Begins to combine different movements with ease and fluency. Choose the right resource to carry out their own plan e.g. choosing elements of the deconstructed role play to create real and imaginary objects. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow bricks. - Be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hands thoroughly. - Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - I can balance on one leg. - Moves energetically e.g. running, hopping, dancing, skipping, climbing.

Fine Motor Skills

- Be increasingly independent as they get dressed and undressed e.g. putting coats on and doing up zips. Understands that equipment and tools have to be used safely. To learn to do up my own coat, using buttons or a zip. Shows a preference for a dominant hand. Participate in activities to develop the pincer grip. Begin to hold a pencil effectively in preparation for writing. Begins to use the tripod grip. - Use a range of small tools, including scissors, paintbrushes and cutlery.

Understanding the world

Past and Present

Can discuss significant events in their own experiences.

People, Cultures and Communities

Recognise some similarities and differences between life in this country and life in other countries.

The Natural World

Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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' such as their own local

surroundings, with blocks and construction kits, such as the school, their house, the church and other features of Catcott and the local area. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore a wide range of techniques and different textures.

Being Imaginative and Expressive

• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. Uses and creates props to use in recounts and role play. Recounts stories and actions as a whole class and in small groups.