



Year R		Term/Topic: Autumn – Me and my Community / Stories
Subject	Key end points in learning	
Literacy – Word Reading/ Comprehension	<p>Reads some meaningful key words and can orally segment and blend words.</p> <p>Beginning to link graphemes and phonemes</p> <p>Links phonemes to every letter of the alphabet and beginning to blend them in words.</p> <p>Reads HFW from Phase 2 letters and sounds</p> <p>Shows an interest in reading often choosing a book to look at themselves or with friends</p> <p>Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.</p>	
Literacy - Writing	<p>Pupils have the confidence to mark make using their physical skills to increase control over tools and equipment.</p> <p>They mark make as part of their play.</p> <p>Pupils mark make consistently as part of their play and can talk about the meaning of their marks.</p>	
Maths – number & numerical pattern (SSM)	<p>Mastering Number</p> <p>Numbers 0- 4 (4 weeks)</p> <p><u>Subitising</u></p> <p>Subitising within 3.</p> <p>Subitise objects and sounds</p> <p><u>Counting, ordinality and cardinality</u></p> <p>Focus on counting skills</p> <p><u>Composition</u></p> <p>Explore how all numbers are made up of 1's.</p> <p>Focus on composition of 3 and 4.</p> <p><u>SSM</u></p> <p>Repeating patterns</p> <p>2D shape introduction</p> <p>ABAB Patterns</p> <p>2D/3D shapes in the environment</p> <p>Numbers 0- 5 (5 weeks)</p> <p><u>Counting, ordinality and cardinality</u></p> <p>Focus on counting skills</p> <p>Focus on the 'five- ness of 5' using one hand and the die pattern for 5.</p> <p><u>Composition</u></p> <p>Explore the concept of 'whole' and 'part'.</p> <p>Focus on the composition of 3, 4 and 5.</p> <p><u>Comparison</u></p> <p>Comparison of sets 'just by looking' and progressing to matching.</p> <p>Use the language of comparison: more than and fewer than, an equal number.</p> <p><u>SSM</u></p> <p>Review 3D shapes and spotting 2D shapes within 3D shapes</p> <p>Length- Vocabulary introduction</p> <p>Comparing length</p> <p>Weight- Vocabulary introduction</p> <p>Comparing weight</p> <p>ABAB repeating pattern review and ABC Pattern introduction</p>	



UTW – the natural world	<p>Shows curiosity in the environment around them inside and outdoors.</p> <p>Comments on unknown objects, based on their own exploration.</p> <p>Says what they can hear, see, and feel whilst outside.</p> <p>An immediate change, feeling the wind pick up, getting sunny.</p> <p>Observes and talks about the changes in nature they notice.</p>
Computing	<p><u>Photography</u></p> <p>I can talk about what photos show.</p> <p>I can take photos using a digital device.</p> <p><u>Safety and Privacy</u></p> <p>I know who can help me when I am feeling worried.</p> <p>I can choose activities in my free time that help me to be healthy.</p> <p>I can show that I understand how to be kind to others.</p>
UTW – people, culture and communities	<p>Talks about their home and the places they go to in their immediate environment.</p> <p>Knows that some places are far away, and we cannot walk there.</p> <p>Creates different play environments -beach, city, forest, etc., in small-world play with support, naming their features; trees, river, mountains etc.</p> <p>Makes observations of landscapes in photos, books, and videos.</p>
UTW – past and present	<p>Talks about their immediate family.</p> <p>Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents.</p> <p>Knows people in the school environment and their roles: Head Teacher, site manager, office manager, school cook.</p> <p>Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.</p> <p>Understands that not everyone celebrates the same celebrations, but what how we celebrate are similar.</p> <p>Uses the environment (visual timetables) to sequence and discuss the day's structure using vocabulary – now, next.</p> <p>Knows the names of the days of the week and their order.</p> <p>Remembers and talks about significant events in their own experiences.</p> <p>Understands their birthday celebrates the day that they were born.</p> <p>Knows when their birthday is (home project).</p> <p>Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. (Guided through hypothesising function.)</p>
EAD – BI&E, CWM	<p><u>Music</u></p> <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p> <p>A performance is sharing music</p>



	<p><u>Art</u></p> <p>I know some different tools to use when painting</p> <p>I know the names of colours</p> <p>I can mix some colours</p> <p>I develop my own ideas and then decide which materials to use to bring my ideas to life</p> <p>I can join some materials together</p> <p>I can join materials together in different ways e.g. cello tape, glue etc.</p> <p>I can select materials for a purpose and explain my choices</p> <p>I know how to select colours for a purpose and mix them appropriately</p> <p>I can add finer details to my drawings</p> <p>I can work alongside my peers on models, or art work sharing resources cooperatively</p> <p><u>D&T</u></p> <p>I can share my ideas.</p> <p>I can develop my ideas and decide which materials to use.</p> <p>I can create closed shapes and use these shapes to create objects</p> <p>Create a home for 3 pigs</p> <p>Make porridge</p>
R.E	<p><u>Being special: where do we belong?</u></p> <p>I can talk about things that are special to me and why they value these things.</p> <p>I will learn about key religious symbols for Christians, Muslims and Hindus.</p> <p>I will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. I will find out about the welcoming ceremonies that many Muslims and Christians have for a new baby.</p> <p>I will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.</p> <p><u>Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)</u></p> <p>I can retell the key events from the Christian Christmas story.</p> <p>I can tell you about the term incarnation (God come to earth as a human and as God).</p> <p>I will learn about the Christian belief that this happened in Jesus.</p> <p>I will learn about who Christians believe first visited Jesus in the stable and why.</p> <p>I will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old.</p> <p>I will understand that some stories change over time and that it is important for believers to return to and study the original text.</p> <p>I can tell you that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.</p>



P.E (PD)	<p><u>Real PE (unit 1) Personal</u></p> <p>I can explore and experiment moving in different ways e.g. how to march, run and bounce on the spot on one and both legs.</p> <p>I can move forwards, backwards and sideways in different ways (driving arms forwards and backwards).</p> <p>I can explore how to balance on one leg.</p> <p><u>Real Gym (Unit 1) Fitness</u></p> <p>I can explore how to make shapes and hold balance with my body.</p> <p>I can move safely in and around low apparatus (shape, balance and travel).</p>
PSED	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Being read to during whole-class discussions and small-group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversations when engaged back-and-forth exchanges with their teachers and peers.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simply goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge</p> <p>Explain the reasons of rules, know right from wrong and try to behave accordingly,</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive relationships to adults and friendships with peers</p> <p>Show sensitivity to their own needs and those of others.</p> <p>Know some differences and similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some difference and similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate- maps.</p>



CLL	<p>Know and understand how to listen carefully and why listening is important.</p> <p>Know and talk about the school rules and how they help to keep us safe.</p> <p>Engage in story times.</p> <p>Join in with familiar stories and rhymes.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and small group interactions.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Developing social phrases and engage in story times.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Use the new vocabulary taught in discussions and play.</p>
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