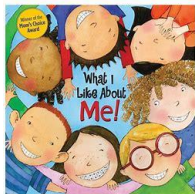
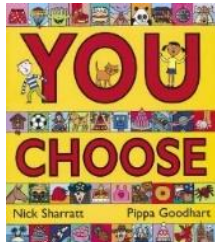
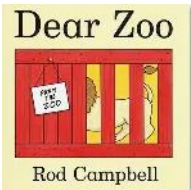


Communication and Language  ~ listen and respond to a story. ~ talk about pictures. ~ listen and respond to what they have heard. ~ answer simple who, what, when questions.	Personal, Social and Emotional development ~ recognise and name key adults within the setting ~ follow class routines and rules. <u>Jigsaw programme ~ Being me in my world</u>  ~ understand how it feels to belong and that we are similar and different. ~ start to recognise and manage feelings ~ enjoy working with others to make school a good place to be. ~ understand why it is good to be kind and use gentle hand. ~ start to understand children's rights and this means we should all be allowed to learn and play ~ learn what being responsible means.	Physical development <u>Gross motor</u> ~ balancing, running, jumping, changing direction, hopping, travelling. ~ throwing , catching , following a path  <u>Fine motor</u> ~ know how to hold a pen, pencil, and brush using the pincer grip. ~ know how to hold scissors correctly to snip.	
Literacy  ~ spot and suggest rhymes ~ count or clap syllables in a word ~ recognise words with the same initial sound. ~ phases 1 and 2 Q phonics. 	Autumn 1 What is it like to be me? Core text    Traditional nursery rhymes   		Mathematics  ~ subitising ~ counting, cardinality and ordinality ~ composition ~ comparison ~ sorting & classifying ~ comparing size, weight, length & capacity ~ repeating patterns ABAB
Understanding the World  ~ talk about their own family. ~ know about the features of their own immediate environment ~ know the place the school is located in. ~ know about their own life-story and family's history. ~ know about changes that have happened within their family lifetime <u>Plants</u> ~ observe and draw pictures of things that grow.	Goring Community Events School value – Respect British value - Democracy and Rule of law		Expressive Arts and Design  ~ sing nursey rhymes ~ capture digital images ~ know that tools can be used for a purpose to join materials together: Scissors, staplers, sellotape, hole punch, glue; PVA & Pritt ~know how to draw what they observe. ~ know how to use a variety of drawing tools and techniques – pencil and pen ~ Kapow – exploring sounds: vocal, body, instrumental, environmental natural sounds
Computing <u>Media balance and well being</u> IPAD and computer rules in the classroom Introduce Smartie the penguin			

Communication and Language

~ listen and follow a 2/3 step instruction.

~ understand why questions.

~ learn and sing new songs linked to their interests and Christmas.



Personal, Social and Emotional development

~ develop personal independence with self-help skill such as turning inside clothes the right way round, doing up own coats and recognising when shoes are on the wrong feet.

Jigsaw programme ~ Celebrating Difference

~ identify something they are good at and understand everyone is good at different things

~ understand that being different makes us all special

~ know we are all different but the same in some ways

~ know that their home is special and why.

~ know how to be a kind friend.

~ know which words to use to stand up for themselves when someone says or does something unkind.



Physical development

Gross motor

~ develop of throwing, catching, rolling, jumping and moving safely.

~ travelling in different ways including hopping, galloping, skipping, sliding and balancing.

Fine motor

~ begin to form letters correctly, within letter families l i t u y, c o a d g q using handwriting rhymes/ sayings.

~ weekly hand gym sessions to develop pincer strength, pen grip, drawing and scissors skills.

~ know how to use cutlery correctly.



Literacy

~ know that print has a range of different purposes.

~ represent their ideas pictorially and through other mark making.

~ talk about words that they like in books.

~ phases 2 and 3 Q phonics.



~ Recognition of grapheme, phoneme correspondence.

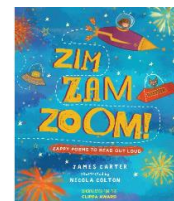
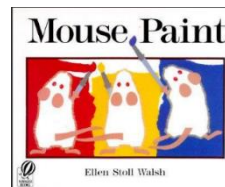
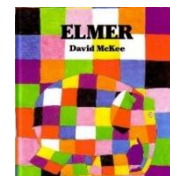
~ Blending and segmenting CVC words (consonant, vowel, consonant)



Autumn 2

Why do things change colour?

Core text



Mathematics

Following NCETM programme

~ counting numbers in order up to 30.

~ make comparison of quantities using the language more and fewer.

~ know that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents

~ identify, continue and create AB or ABC patterns.

~ use mathematical language when talking about shape.



Understanding the World

~ know about the signs of autumn/winter and the associated weather.



~ know that aerial maps are taken from above like a birds-eye view and can comment on simple features.

~ know why Christians perform nativity plays?

~ know about features of different celebrations.

~ know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

~talk about features of the community in which I live.

Working scientifically

~ know how to ask questions about the world through using senses - feeling, hearing, seeing

~ know some important processes and changes in the natural world around them, including the seasons

Everyday materials

~ explore and talk about changing state.

Computing

Online Bullying

Smartie the Penguin ~ cyberbullying

Goring Community Events

School value – Equality/ Faith

British value – Tolerance

Remembrance

Anti – bully week 16-20th November

Nativity performances



Parent/pupil/teacher meetings

Wednesday 4th November

Wednesday 11th November

Wednesday 18th November

Expressive Arts and Design



~ Know about colours and how to mix them using ready mix and powder paints.

~ Talk about other artist's work.

~ know how to use a variety of drawing tools and techniques – pencil and pen

~ know how to shape and model malleable materials.

~ know some simple dances and move to the rhythm of a song

~ to change the words to some songs

~ use their imagination when pretending to be someone else.

~ Kapow – celebration music: Diwali, Kwanzaa, traditional Christmas music and Christmas action songs.

~singing and performing Nativity songs