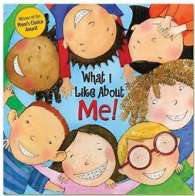
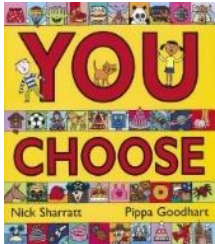
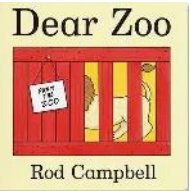
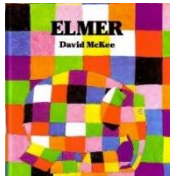
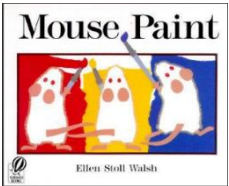
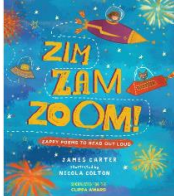


Communication and Language  ~ listen and respond to a story. ~ talk about pictures. ~ listen and respond to what they have heard. ~ answer simple who, what, when questions.	Personal, Social and Emotional development ~ recognise and name key adults within the setting ~ follow class routines and rules. <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. 		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.	Autumn 1 What is it like to be me? Core text    Traditional nursery rhymes   	Expressive Arts and Design  ~ sing nursery 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	Goring Community Events School value British value - Democracy and Rule of law Maths and phonics workshops 24th September	

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. <u>Jigsaw programme ~ Celebrating Difference</u>  ~ 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 <u>Gross motor</u> ~ develop of throwing, catching, rolling, jumping and moving safely.  ~ travelling in different ways including hopping, galloping, skipping, sliding and balancing. <u>Fine motor</u> ~ 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. <u>Working scientifically</u> ~ 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 <u>Everyday materials</u> ~ explore and talk about changing state.	Goring Community Events School value British value – Tolerance Remembrance Anti – bully week 16-20th November Nativity performances <u>Parent/pupil/teacher meetings</u> Tuesday 10th November Tuesday 17th November Tuesday 24th 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
Computing <u>Online Bullying</u> Smartie the Penguin ~ cyberbullying		

