



Personal, Social and Emotional Development

A strong emphasis will be placed on well-being and emotions in order to support children's transition from Nursery to school.

To know the difference between right and wrong and follow the Streethay Expectation.

I can see myself as a valuable individual.

I can recognise different emotions and understand how people feel.

I can express my feelings and consider the feelings of others.

I can think about the perspectives of others.

I know about differences and know that we are all special.

I can talk about differences in families and how each family is special.

I can join in with class activities.

I am happy to explore all areas of the provision.

I can seek out support from adults when needed.

I can seek out friends to interact with the same activity.

Phonics and Reading

Assessing children's prior knowledge and beginning to introduce or recap Phase 2 sounds; s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.

Orally segmenting (breaking up sounds in the words) and blending (putting the sounds together to make the word)

Reading vowel consonant and consonant-vowel-consonant words e.g. up, it, can, pot.

Book Focus

Our text focus is
The Colour Monster
And
Ruby Worry

Writing

Modelling of the tripod grip

Developing pencil control skills

Correct formations of Phase 2 letters

Name recognition and writing

Sunflowers' Curriculum Map

Term: Autumn 2 2024



Understanding the World

Science

I can name somebody parts; head, facial features, limbs and limb parts e.g. knees and elbows.

History

I can talk about how our school has changed from 2018/19 to the present day, using photograph

Geography

I can understand that some places are special to members to their community.

Mathematics

I can compare quantities up to 10 in different contexts (matching) (sorting)

I can compare quantities up to 10 in different contexts (sequencing lengths, height, size, time)

I can explore and represent patterns within numbers up to 10 (abstract, repeating and non-linear).

I have a deep understanding of numbers up to 10 (counting to 5)

I have a deep understanding of numbers up to 10 (comparing within 5)

Physical Development

Fine motor skills:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

I can thread beads, use pegs and tweezers with a controlled grip.

I can manipulate playdoh into various shapes.

I am developing my control when using basic equipment such as scissors.

Gross motor:

I can revise and refine the fundamental movement skills

I have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping, climbing

I can stop safely.

Personal care:

I can begin to develop my own personal needs.

I can get changed for PE with support.

I can hold knife and fork correctly.