

| Autumn 2 2022/23 | | 31 st October | 7 th November | 14 th November | 21 st November | 28 th November | 5 th December | 12 th December |
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| | | Autumn, Bonfire safety | Bonfire Night, Percy - collaborative | Anti-Bullying week/Percy - collaborative | Inquiry | Winter | Christmas | Christmas |
| Vocabulary | | Hibernate Seasons Safety | Explode Sparkle Park Keeper | Collaborative Subitise | Celebration Gifts Guests | Hail Icicle Slippery | Nativity Wise Men Manger | Bauble Wreath Sleigh |
| Concepts | | After Day | Before Dark | | | Night | | |
| PSED | Making relationships | <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs.</p> | | | | | | |
| | Sense of self | <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> | | | | | | |
| | Understanding emotions | <p>Understands their own and other people's feelings, offering empathy and comfort</p> <p>Talks about their own and others' feelings and behaviour and its consequences</p> <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p> | | | | | | |
| Communication & language | Listening and attention | Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity | | | | | | |
| | Understanding | <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Understands questions such as who; why; when; where and how</p> | | | | | | |
| | Speaking | <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Introduces a storyline or narrative into their play</p> | | | | | | |

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| Physical development | Moving and handling | <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> |
| | Health and self-care | <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p> <p>Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important</p> <p>Usually dry and clean during the day</p> <p>Shows understanding of how to transport and store equipment safely</p> <p>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</p> |
| Literacy | Reading | <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Hears and says the initial sound in words</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</p> |
| | Writing | <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> |

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| Mathematics | Comparison | Uses number names and symbols when comparing numbers, showing interest in large numbers |
| | Counting | Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 |
| | Cardinality | Engages in subitising numbers to four and maybe five |
| | Composition | Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects |
| | Spatial Awareness | |
| | Shape | Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes |
| | Pattern | Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat |
| | Measures | Beginning to experience measuring time with timers and calendars |
| Understanding the world | People and communities | Enjoys joining in with family customs and routines Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions |
| | The world | Looks closely at similarities, differences, patterns and change in nature Makes observations of animals and plants and explains why some things occur, and talks about changes |
| | Technology | Uses ICT hardware to interact with age-appropriate computer software Can create content such as a video recording, stories, and/or draw a picture on screen |
| Expressive arts and design | Creating with materials | Begins to build a collection of songs and dances Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking |
| | Being imaginative and expressive | Creates representations of both imaginary and real-life ideas, events, people and objects Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes |

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| | | Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative |
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