

Physical Development and Physical Education

We are learning to:

- Move in different ways;
- Consider how to negotiate space inside the classroom, outside in the play area and in our PE lessons;
- Practise taking turns;
- Strengthen our posture for sitting on the carpet and at tables;
- Line up and follow the line;
- Work on our pencil grip and control (consolidate the tripod grip);
- Use a range of tools effectively;
- Develop further hand-eye coordination;
- Begin to use scissors to cut lines;
- Begin to thread different sized beads.

Personal, Social and Emotional Development

We are learning to:

- Talk with others to solve conflicts (agree, share, together, turns, fair);
- Identify feelings and emotions (emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited, etc);
- Begin to express feelings and consider how others are feeling;
- Link book character's emotions to our own;
- Manage our own needs—put belongings away, put coats and shoes on independently, remember to flush and wash hands after toileting;
- Begin conversations about being healthy—talk about exercise;
- Begin to describe self positively;
- Begin to build respectful relationships;
- Show an awareness of safety—inside/outside, stranger danger.

Being Imaginative and Expressive

We are learning to

- Take part in role-play;
- Begin to develop stories using small world equipment;
- Express feelings and move in relation to music;
- Sing nursery rhymes, and counting songs;
- Begin to create our own music.

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Where we live



Circle time

We are learning to:

- Listen to each other;
- Value different opinions;
- Peace Mala values;
- Respecting our Rights—Article 31 'The Right to Play.';
- Recognise British Value—democracy;
- Meet characters from our Dimensions lessons;
- Talk about emotions—using Zone of Regulation;
- Think Equal stories;
- Miss Kay - introduction;
- Transition into Reception activities.

Communication and Language

We are learning to:

- Get to know new friends;
- Follow and understand new routines;
- Increase attention and listening skills;
- Understand why listening is important;
- Use polite social language (hello, good morning/afternoon, thank you, please, how are you);
- Begin to understand why questions;
- Talk about stories, the events, characters and settings;
- Begin to ask questions connected to the current situation;
- Begin to connect ideas using 'because';
- Begin to retell a story;
- Borden vocabulary.

Key Vocabulary

- Hello, Good morning, Good afternoon, please, thank you, good bye
- Jump, walk, space, follow, running, galloping, marching, shuffling, crawling
- Home, Wythenshawe, Manchester, England, Scotland, Wales, Northern Ireland
- Road, street, town, path, roof, door, window, chimney, house, flat, bungalow, caravan, cottage;
- Autumn, season, decay, outside, inside, change
- Family, mum, dad, brother, sister, grandparents, cousins, aunty, uncle
- Rhyme, rhythm, pulse,
- Birthday, history, past, presence, younger, older
- Portraits, red, blue, yellow, green, purple, orange, primary colours, secondary colours
- Front cover, back cover, spine, title, story, author, book, character, picture, letter, word, sound.



Understanding the World

In Past and Presence we are learning to:

- Begin to understand vocabulary—history, past, presence, younger, older;
- Discuss events in our past such as, holidays, our homes, nursery experiences;
- Begin to comment on images from the past;
- Begin to compare and contrast characters from stories.

In People, Cultures and Communities we are learning to:

- Describe members of their family;
- Talk about familiar people in our community;
- Draw simple information from a map;
- Look at different homes;
- Talk about the street we live on;
- Begin to recognise we live in Wythenshawe which is in Manchester, England.

In Natural World we are learning to:

- Explore the environment around us, describing what we see, feel, smell, and hear;
- Investigate changes over time in our experiments/seasons;
- Explore the changes in seasons from Summer to Autumn.

In Religious Education we are learning to:

- Talk about what makes us feel special;
- How most Christians believe they are special to God;
- Talk about groups we belong to and how it makes us feel;
- Recognise signs and symbols - begin to recognise some symbols linked with different religions and beliefs.

Computing

We are learning to

- Name parts of the computer (screen, keyboard, mouse);
- Use a mouse—developing hand-eye coordination;
- Use interactive screens (board/tablets);
- Use simple drawing programmes—manipulating the mouse to create a picture/choose colours.

Art and Design

We are learning to

- Mix and name primary colours to make secondary colours;
- Create self-portraits;
- Create homes using junk modelling;
- Use and hold tools correctly;
- Use lines to create shapes;
- Mark-make for a purpose and give means to the marks;
- Draw people (move from head with legs to include body).

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Maths

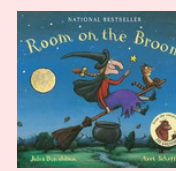
We are learning to

- Match, sort and compare amounts;
- Create sorting rules;
- Recognise and copy repeating patterns;
- Talk about measures - size and capacity;
- Count by rote to 10 forwards;
- Begin subitising amounts;
- Link numeral with amount;
- Name 2D shapes.

Literacy

We are learning to:

- Orally blend and segment words using Fred Talk;
- Recognise the letters shapes and sounds for Set 1 phonics: m, a, s, d, t, I, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x;
- Listen to stories with increasing attention;
- Recognise the difference between picture, letters and words;
- Describe characters, settings, and events;
- Recognise the direction of print left-right;
- Begin to retell stories;
- Use phonics sounds to identify and write initial sounds, and begin to write two-sound (VC) and three-sound (CVC) words;
- Use phonics sounds to label pictures;
- Match rhyming words;
- Identify words with the same initial sound (alliteration).



Read With Me											
Desktop Speed Sounds Chart											
Speed Sounds Set 1											
m	a	s	d	t							
i	n	p	g	o							
c	k	u	b	f							
e	l	h	sh	r							
j	v	y	w	th							
z	ch	qu	x	ng							

Fred Talk

