



Mathematics

- ◆ Subitising, counting and numeral matching number 1
- ◆ Subitising and counting two including using different sized objects and arrangements
- ◆ Counting two using 1:1 correspondence and linking the numeral to the amount
- ◆ Exploring AB patterns with colour, natural objects and body movements, knowing what comes next
- ◆ Creating, describing and continuing ABC patterns with colour and natural materials



Expressive Arts & Design

- ◆ Exploring paint using fingers, body parts and other tools
- ◆ Making simple models to express my ideas
- ◆ Familiar with melodies and words in nursery rhymes and songs
- ◆ Colour mixing to express Autumn pictures
- ◆ Moving our bodies in response to an instrumental sound
- ◆ Moving in time to a beat, fast, slow, skipping, marching
- ◆ I can continue a sound pattern with my voice and vary pitch



Autumn 2 2025 Celebrations and light



Communication and Language

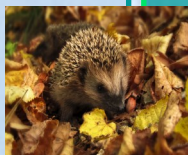
- ◆ understand and use simple adjectives...big, little, soft, hot
- ◆ understand simple who, what, where questions that relate to me
- ◆ Recognise familiar signs around me such as shop signs
- ◆ Follow and understand longer instructions
- ◆ Understand and use simple place words
- ◆ Talk about part of a simple book
- ◆ Use a variety of words in pretend play with other children

Literacy

- ◆ Point to the front cover and title of a book and begin to talk about what the story might be about
- ◆ Start at the top of a page when we read a book together
- ◆ Identify and read signs such as shop open, closed, go, stop, names of toys and food signs
- ◆ Repeat new words that I have heard when role playing with friends and/or sharing stories
- ◆ Understand a few new words that relate to new things I am learning about
- ◆ Talk about the marks I make
- ◆ Form the capital letter in my name using pencils and other tools
- ◆ Trace a variety of patterns and shapes including zig zag, loops, spirals and crosses

Understanding the World

- ◆ Talking about my breakfast routine and what I do at lunch and then tea time
- ◆ Knowing I go to bed at night and when it's dark and what usual routine I have
- ◆ Bringing special sharing box into school with things that are important to me and I can talk about them
- ◆ Talk about celebrations that I share with my family, Diwali, Bonfire night, Christmas, Weddings and birthdays,
- ◆ Talking about what my next birthday will be like
- ◆ Knowing that farmers harvest fruit and vegetables from fields and orchards
- ◆ Exploring toys made from natural or man-made material and make them work, ie battery operated, push and pull toys
- ◆ Knowing that some animals are nocturnal and some hibernate including hedgehogs, owls, foxes and badgers
- ◆ Knowing how to plant bulbs that will appear as we move into spring
- ◆ Observe a few plants that flower during the winter time such as violas and pansies



Physical Development

Gross Motor

- ◆ Using a rail to climb up the tree house stairs or the Wendy house steps using alternate feet
- ◆ Putting on wellies with increasing independence
- ◆ Using a variety large equipment such as paintbrushes and rollers on large paper and outdoors
- ◆ Using my hood as a starting point to getting my coat on

Fine Motor Skills

- ◆ Knowing how to hold scissors safely and carry them in my hand
- ◆ Forming the capital letter in my name by tracing over a template
- ◆ Exploring patterns with my fingers and other tools to create spirals, arches, loops and sloping lines

Personal, Social and Emotional Development

- ◆ Sharing the colour monster book to begin relating to colours and how they help me to calm down
- ◆ Repeat Calm breathing techniques and words using actions
- ◆ Explore new places other than the setting, field, forest
- ◆ Beginning to take my shoes off and put wellies on with help
- ◆ Sharing a book with a friend in the reading area
- ◆ Take part in relax kids yoga and begin to know what positive touch is and massage my friends on the back
- ◆ Knowing how to be a good friend

