

Communication and Language	Physical Development	Personal Social Emotional Development
<p><b>Listening</b> Can talk and listen to others. Demonstrate good listening. Can begin to follow simple instruction. Engage in story times.</p> <p><b>Speaking</b> To talk in front of a small group. To use talk to share what I think. Share ideas with familiar adults.</p> <p><b>Vocabulary</b> Adult Lead. Through adult led and independent activities children have opportunities to develop listening attention and understanding. Use new words through the day that they have heard from stories, non-fiction, rhyme and poems.</p>	<p><b>Core Skills/Stability - Gross</b> <b>In PE lessons and Forest School and during play activities:</b> To negotiate space moving and stopping safely. To use equipment with control. To work co-operatively with a partner</p> <p><b>Fine</b> To begin to show a preference of a dominant hand with a comfortable pencil grip. Attempt to use cutlery and other one handed equipment. To begin to engage in activities to develop finer motor skills.</p>	<p><b>Self-Regulation - feelings</b> To talk about feelings. Start to sit and listen more consistently during adult focused time. Start to follow simple instructions. Keep on trying when something is difficult.</p> <p><b>Managing Self</b> Show awareness of rules and how we have to behave in the classroom. Try new activities. Toilet themselves. Tell an adult their needs.</p> <p><b>Building relationships</b> Play with one or more children co-operatively. Express and identify my feelings. Express my basic needs to a familiar adult.</p>
	<p><i>Autumn Term 1 - Cycle A</i></p> <p><i>EYFS</i></p> <p><i>Ramshaw Primary School</i></p>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p><u>Art - Spirals</u> Show control when drawing lines Use different mark making tools to draw Talk about Art work</p> <p><u>Music - Sing up - I've got a grumpy face.</u> Sing a range of well-known Nursery Rhymes everyday. Perform songs and rhymes to try to move in time with the music.</p>

Literacy	Maths	Understanding the World
<p><b>Traditional Tale</b> Familiar book with</p> <ul style="list-style-type: none"> <li>• Repeated phrases</li> <li>• Settings</li> <li>• Story map</li> <li>• characters</li> </ul> <p><b>Phonics – Sounds Write</b> Phonological awareness activities, Phase 1 activities, sounds in the environment, rhymes, syllables</p> <p>Sound Write Unit 1 - a, i, m, s, t Unit 2 n, o, p Segment, blend and manipulate sounds in words. Tricky words <b>is, a</b></p> <p><b>Writing</b> Copy name. Write some letters from their name. Identify initial sounds in some words. Orally segment CVC words.</p> <p><b>Reading</b> Talk about stories that have been heard. Join in with familiar rhymes and songs. Recall facts from non-fiction.</p>	<p><u>Number - White Rose</u> Just like me</p> <ul style="list-style-type: none"> <li>• Match</li> <li>• Sort</li> <li>• Comparing amounts</li> <li>• Comparing size, mass and capacity</li> <li>• Simple Patterns</li> </ul>	<p><u>Science - Animals including humans - animal focus</u> To make observations of animals Sort animals into groups <u>Geography - Key Question: What is my place like?</u> To know about the key features of their environment with a focus on school.</p> <p><u>RE - Special Buildings</u> Harvest/Shabat Know about similarities differences between different religious and cultural communities. Drawing on their experiences and what has been read in class. In all of the above children use and understand new and recently introduced vocabulary.</p>