Autumn Term Super Powers (Marvellous Me and People Who Help Us)

Communication and Language	PSED	Physical Development	Literacy
Understand a question or instruction that has two parts. **Understand 'why questions.** **Can start a conversation with an adult or friend and continue it for many turns.** **Sing a repertoire of songs.** **Know many rhymes, be able to talk about familiar books and be able to tell a long story (acting stories).** **Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree.** **Uses talk to organise themselves in their play.** *Articulate their ideas and thoughts in well-formed sentences.* *Learn new vocabulary and use throughout the day.* *Ask questions to find out more and to check they understand what has been said to them.* *Understands how to listen carefully and why listening is important.* Engage in story times Learn rhymes, poems and songs. Engage in non-fiction books.	**Show more confidence in new social situations.** **Develop appropriate ways of being assertive** ***Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*** ***Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.*** ***Do not always need an adult to remind them of a rule.*** ***Increasingly follow rules, understanding why they are important.*** **Play with one or more other children, extending and elaborating play ideas.** **Talk with others to solve conflicts.** **Begin to understand how others might be feeling.** *See themselves as a valuable individual.* Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs. - Personal hygiene	**Skip, hop, stand on one leg and hold a pose for a game like musical statues.** **Use large-muscle movements to wave flags and streamers, paints and make marks.** **Start taking part in some group activities which they make up for themselves or in teams.** **Are increasing able to use and remember sequences and patterns of movements which are related to music and rhythm.** **Match their developing physical skills to tasks and activities in the setting.** **Choose the right resources to carry out their own plan.** **Collaborate with others to manage large items.** **Use one handed tools and equipment.** **Use a comfortable grip with good control when holding pens and pencils** **Show a preferred dominant hand.** **Start to eat independently using a knife and fork.** **Be increasingly independent in meeting their own care needs i.e coats washing hands.** **Make healthy choices about food, drink, activity and tooth brushing.** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Revise and refine the fundamental movement skills they have already acquired: - rolling crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace.	**Understand the 5 key concepts about print.** **Develop their phonological awareness (suggest rhymes, clap syllables, recognise initial sounds in words)** **Engage in extended conversations about stories, learning new vocabulary.** *Read individual letters by saying the sounds for them.* *Blend sounds into words, so that they can read short words made up of known letter.* *Read a few common exception words matched to the school's phonic programme.* **Can segment the sounds in simple words and blend them together. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.** **Writes own name and other things such as labels, captions . Children use their phonic knowledge to write words in ways which match their spoken sounds** *Read individual letters by saying the sounds for them.* *Blend sounds into words, so that they can read short words made up of known letter.* *Read a few common exception words matched to the school's phonic programme.* Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
Mathematics		**The World**	**Expressive/Artistic Development**
Number **Fast recognition of up to 3 objects, without having to count them individually ('subsidising').** **Recite numbers past 5.** **Say one number for each item in order: 1,2,3,4,5.** **Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').** **Show 'finger numbers' up to 5.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.** **Experiment with their own symbols and marks as well as numerals.** **Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'** *Count objects, actions and sounds.* *Link the number symbol (numeral) with its cardinal number value.* *Compare numbers – saying what has fewer or more.*		**Begin to make sense of their own life-story and family's history.** **Show interest in different occupations.** **Explore how things work.** *Talk about members of their immediate family and community.* *Name and describe people who are familiar to them.* *Comment on images of familiar situations in the past* *Continue to develop positive attitudes about the differences between people.* **Use all their senses in hands-on exploration of natural materials.** **Explore collections of materials with similar and/or different properties.** **Talk about what they see, using a wide vocabulary.** **Explore and talk about different forces they can feel.**	**DT – Junk Modelling** **Join different materials and explore different textures.** Create collaboratively, sharing ideas resources and skills. Return to and build on their previous learning refining ideas and developing their ability to represent them. **Art – Marvellous Marks** **Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing.** **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** Explore, use and refine a variety of artistic effects to

Count to 10 and beyond. *Understand the 'one more than/one less than' relationship between consecutive numbers.* *Explore the composition of numbers to 5* ***Measures*** **Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.** **Understand position through words alone – for example, "The bag is under the table," – with no pointing.** **Make comparisons between objects relating to size, length, weight and capacity.** **Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.** **Notice and correct an error in a repeating pattern.**	**Talk about the differences between materials and changes they notice.** *Explore the natural world around them.* *Describe what they see, hear and feel whilst outside.* *Recognise some environments that are different to the ones in which they live.* **Computing – Kapow – Network and Systems** To learn what a keyboard is and how to locate relevant keys. To learn how to log in and log out and why we need to do this. To learn what a mouse is and to develop basic mouse skills such as moving, dragging and clicking. To use a simple online paint tool to create digital art.	express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. **Music – Kapow - Exploring Sounds** **Listen with increased attention to sounds.** Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. **Music – Kapow - Celebrations** **Remember and sing entire songs.** **Sing the pitch of a tone sung by another person ('pitch match').** **Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs**. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups