


<p>UNDERSTANDING THE WORLD - SCIENCE</p> <p>Our body and our senses</p> <ul style="list-style-type: none"> * I can explain how I use my arms, legs, chest, arms and legs. * I can describe and explain how we use our eyes and nose to see and smell * I can explain how ears work • Explain the functions of the mouth • Understand how humans grow • Describe changes in our own bodies • List some ways we have changed from a baby • Understand similarities and differences in human beings • Describe ways in which you are unique to others 	<p>PHYSICAL DEVELOPMENT – PHYSICAL EDUCATION</p> <p>PE DAY MONDAY</p> <p>I will experiment with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>I will demonstrate increasing control when throwing a small object at a target and when catching or bouncing a ball.</p> <p>I can kick a large ball showing the ability to stop, start and change direction.</p> <p>I will show a preference for a dominant hand and begin to use anticlockwise movement and retrace vertical lines I will begin to form recognisable letters independently.</p>	<p>KEY DATES</p> <p>03-04/09/24 Home visits</p> <p>05/9/23- School open to Reception children.</p> <p>26/09/24 Phonics meeting for parents 6.00pm</p> <p>04/10/24 Stay and play session 9-10am</p> <p>11/10/24 Stay and play session 9-10am</p> <p>18/10/24 Stay and play session 9-10am</p> <p>25/10/23- School closes for half term</p>	<p>UNDERSTANDING THE WORLD - RELIGIOUS EDUCATION</p> <p>I am Special</p> <p>I understand that we are all unique and special.</p> <p>To know that I am loved, valued and made by God.</p> <p>To know that people of faith call God by different names.</p> <p>Harvest</p> <p>To understand of why we say thank you to God at harvest time and talk about him being creator.</p>	<p>UNDERSTANDING THE WORLD – COMPUTING</p> <p>Computer Discovery</p> <p>I can identify parts of a computer and how they help us.</p> <p>I understand that computers need to be repaired and parts can be dangerous.</p> <p>I can move a mouse to select and move objects.</p>
<p>LITERACY – ENGLISH</p> <p>Core Text – The Something</p> <p>Writing</p> <p>Attempts “writing” to communicate meaning for an increasingly wide range of purposes eg 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.</p> <p>Can hear, say and write the initial sounds in words and write them for the words they want to write.</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing • Spell words by identifying the sounds and then writing the sound with some letter/s • Form lower-case letters correctly <p>Reading</p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Say the sounds they have been taught. • Read vc words – at is on it 	<p>Curriculum Overview</p> <p>Year EYFS</p> <p>Autumn 1</p> 	<p>MATHS</p> <p>Subitising</p> <p>I can ‘see’ numbers to 3.</p> <p>I can identify sub-groups in larger arrangements</p> <p>I can create my own patterns for numbers within 4</p> <p>I can use fingers to represent quantities which they can subitise.</p> <p>Cardinality, ordinality and counting</p> <p>I know that the last number spoken gives the number in the entire set</p> <p>I will have a wide range of opportunities to develop my knowledge of the counting sequence, including through rhyme and song</p> <p>I will have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</p> <p>Composition</p> <p>I see that all numbers can be made of 1s</p> <p>I can compose my own collections within 4.</p> <p>Comparison</p> <p>I can use the language of comparison, including ‘more than’ and ‘fewer than’</p> <p>I can compare sets ‘just by looking’.</p> <p>Shape</p> <p>I can describe and compare 3D and 2D shapes.</p>		
<p>EXPRESSIVE ART AND DESIGN - DESIGN TECHNOLOGY AND ART</p> <p>Marvellous Marks</p> <p>I can investigate the marks and patterns made by different textures.</p> <p>I can explore making marks with felt tips, pencils and chalk.</p> <p>I can create a simple observational drawing.</p> <p>I can use a variety of colours and materials to create a self-portrait.</p>	<p>UNDERSTANDING THE WORLD –History</p> <p>How have I changed?</p> <p>I can talk about myself and members of my immediate family.</p> <p>To describe changes over time</p> <p>I can talk about recent past events in my life.</p> <p>I can create my life timeline.</p> <p>I can name people who are familiar to me in my community.</p>		<p>PERSONAL, SOCIAL AND EMOTIONAL EDUCATION – PSHE</p> <p>Get Heart Smart</p> <p>I will meet Boris the Robot</p> <p>I will learn how to express different feelings and emotions.</p> <p>I will learn how to show kindness to others through my words an emotions.</p>	<p>EXPRESSIVE ART AND DESIGN - MUSIC</p> <p>Listen and Appraise</p> <p>To learn that music can touch your feelings.</p> <p>Sing</p> <p>To sing along with a pre-recorded song and add actions.</p> <p>Play & Perform</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p>