

PSE: 40-60 months

- Who are you? Learn about your peers and who they are.
- What do you like? *Circle time, class discussions. Drawing self-portraits.*
- What is your name? What do you like doing? *Work in pairs and find out about each other. Display pictures of the children around the classroom?*
- How do we work in our class? What makes everyone happy? *List simple rules and talk about rewards for keeping the rules.*
- Learn to use the emotional literacy cards.
- Where does this go? *Practise putting things away; ask children to help each other. Work in team?*
- Learning to make new friends (children from outside meet new friends).

C.L: 40-60 months

- Learning to take turns in conversation.
- Waiting my turn to speak by using their hand to indicate they would like to say something.
- Learn the narrative prompts for good speaking, listening, speaking and sitting and know what to do to be good at these things.
- Show good understanding o how to listen to instruction in P.E and respond to visual and auditory clues for stop and start.
- Follow two simple instructions to form a sequence in P.E.

P.D: 40-60 months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Games for outdoor playtimes.
- Refine the correct way to hold tools including a pencil
- Form some letters appropriately.
- Children begin to make choices with adult support about what they want to eat for lunch.
- Children to understand basic safety both in and outdoors.
- Val Sabin: Travelling.

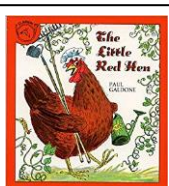
UTW : 40-60 months

- Sharing my family life with others.
- Sharing family traditions with others.
- Learning about my school and the staff
- Learning about my local area
- Introduction to Christianity. Godly play story. Creation of the world
- Learning about the tradition of harvest.
- Chinese festival of the Autumn Moon.
- Learning about hibernation. Visit from animal shelter or RSPCA.
- Understanding routines at school and feeling comfortable to carry them out independently.
- Halloween as a festival.



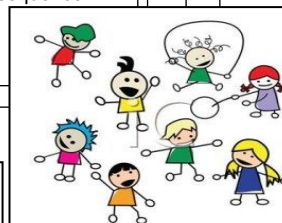
L: 40-60 months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can hear oral blending.
- Can segment the sounds in simple words and blend them
- Together and knows which letters represent some of them.
- Begins to read phase 2 or 3 tricky words by sight.
- Enjoys an increasing range of books.
- Writes own name and other things such as labels, captions.
- Writes for a variety of purposes. Stimulated by whole class teaching and opportunities in the play environment.
- Outdoor role play to include opportunities to mark make, write and read.
- Talk for Writing. "The little Red Hen" (opportunities for children to explore Text related writing experiences will be included in small or whole class group work. These may include lists, recipes or labelling.)



Celebrating Me!

Autumn



Numbers 1-10				
1 	2 	3 	4 	5
6 	7 	8 	9 	10

EAD: 40-60 months

- Introduction to paint and how to use it independently.
- What effects can be made? Can we use paint to represent our family life?
- Introduction to construction? Can we make our home or our family members homes?
- What do buildings look like in the local environment? Can we make the shops? Church? Can we make our own town?
- Outdoor role play to include utilities we may use such as taxi rank, café, supermarket.
- Dance and music outdoors. Festivals.
- Introduction to clay club.
- Charanga Music: Me!
- Make a special me shield.

M: 40-60 months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Use of good mathematical language, teen, number, how many, how few, less and more, altogether, straight, curvy, edge, point, corner, side, 2D and 3D.

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