

Mathematics

We will continue to learn about numbers to 5 and begin to learn about bigger numbers..

- Count objects, actions and sounds.
- Things that cannot be counted such as hops, skips, jumps etc.
- Begin to link the number symbol (numeral) with its cardinal number value to 3 and write the numerals accurately.
- Subitise confidently to 3.
- Understanding of the concept of more and less.
- Identifying groups of practical apparatus.
- Have an understanding of numbers up to 4, including the composition of each number.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Solve real world mathematical problems with numbers up to 5.
- Develop comparing quantities using - more than, less than and fewer than.
- Notice and correct an error in a repeating pattern.
- Begin to count beyond 5, knowing that 2 comes after 1, 3 after 2 etc.
- Notice patterns in their environment and talk about what they see.
- Explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- 'Make comparisons between objects relating to size, length (height).
- Begin to describe a sequence of events, real or fictional, using such as 'first', 'then...' (Timetables and routines)
- Begin to combine shapes to make new ones - an arch, a bigger triangle, etc.

Personal, Social and Emotional Development

We will continue to talk about ourselves and our families and find out about others people's lives and occupations.

- Talk about their feelings - happy, sad, worried, excited, scared). Giving reasons why they feel as they do.
- When upset talk with an adult and explain why and bounce back after an upset with more independence and resilience.
- Begin to show an ability to wait for what they want and control their immediate impulses.
- Follow familiar routines and instructions with increased independence.
- Put on a coat/ cardigan and begin to do it up independently.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity/ healthy eating/ toothbrushing
- Remember rules without needing an adult to remind them.
- Try new activities with increasing independence by themselves or with their peers.
- Develop their sense of responsibility and membership in a community by joining in with a group of children who are playing. Play cooperatively and taking turns with support if needed.
- Begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Form closer friendships and seek these friends out to play a game or activity during discovery times.

Communication and Language

We will listen to our peers and familiar adults in our class and talk to them about ourselves.

- Develop active listening skills - look at the speaker, paying attention.
- Begin** to develop talk partner skills, remembering what your partner has said.
- Learn (and use) new words in familiar contexts - e.g. when in roleplay, in small world, re-enacting stories.
- When in play, respond to a peer's request.
- Begin to answer 'how' and 'why' questions .
- Continue to enjoy and engage in story time and rhyme time with increased involvement.
- Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'.
- Retell simple events e.g. what they did at the weekend,
- Learn new vocabulary using this new vocabulary in context of learning.
- Recite several rhymes and poems, be able to talk about familiar books, and be able to tell a story.
- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
- Can start a conversation with an adult or friend and continue it for many turns.
- Ask questions to find out more and to check they understand what has been
- Use simple connectives in their speech - and/ but said to them.

Literacy

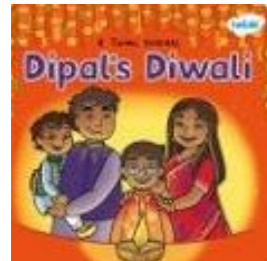
We will continue to develop our growing phonics knowledge to support our early reading and early writing skills.

- Begin to write their name with a capital letter at the beginning and lowercase thereafter, most of which are formed correctly.
- Write initial sounds as a letter string using some known Phase 2 graphemes
- Spell VC/ CVC words by identifying the sound and then writing the sound with letters, using known Phase 2 sounds.
- Say a sound for most of the Phase 2 GPC's.
- Blend VC and CVC words with increased accuracy using Phase 2 sounds.
- Begin to and embed the reading of a few common exception words matched to the school's phonic programme.
- Phase 2 - is, I, the, pull, put, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be

When listening to a range of non-fiction and fiction texts, including poetry and rhymes, we will develop our knowledge and comprehensions skills.

- Retell familiar stories using beginning, middle and end.
- Develop understanding understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Talk about a familiar story including characters, setting and emotions using more complex vocabulary developed from Autumn baseline.
- Begin to recognise simple punctuation and say the meaning e.g., Full stop, question mark, capital letter.
- Develop story telling language through Helicopter Stories, or by acting stories out others have told.

Key Texts



All About Me — People Who Help Us

Autumn 2 2025

Expressive Arts and Design

We will participate in a whole year group performance.

- Participate in collaborative creative activities e.g., giant art work (poppy), building a boat/ car/ stage
- Begin to keep a beat with a musical instrument.
- Remember and perform familiar songs in small and large groups
- Suggest a movement to match a piece of music e.g. running during fast music, stomping for a drum beat.
- Play instruments with increasing control to express their feelings and ideas.

We will use our creativity to explore a range of materials to express ourselves.

- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing - using colours for a given purpose.
- Use a variety of media independently e.g. construction, chalks, paints, pencils, paper, card, boxes, etc
- Join different media in a range of ways exploring the different textures.
- Develop drawing of closed shapes, with continuous lines, and use these shapes to represent objects, people and animals.
- Adapt their construction to make improvements

Physical Development

We will continue to learn and participate in activities to develop our fundamental abilities with both our gross and fine motor skills.

- Run with increased fluency.
- Explore a range of movements - crawl, walk or run across a plank, skipping and hopping.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop independence when using the trim trail.
- Begin to throw and catch a large ball.
- Continue to take part in some group activities which they make up for themselves, or in teams.
- Begin to move to music, remembering a sequence and patterns in music.
- Begin to develop a comfortable pencil grip with good control.
- Shows more of a preference for their dominant hand.
- Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop an increasing independence as they get dressed and undressed for PE and into nativity costumes.

Understanding the World

We will explore different occupations within our community and look further afield at different countries.

- Talk about the people around them in detail, describing roles, interests or news about them. e.g., it is my Daddy's birthday, My Mummy is a teacher.
- Able to talk about events of significance in the past and present e.g., birthdays, Christmas, when I was a baby, I had a party. Understanding that the past is before now.
- Retell the events from their day using picture cues. Talk about what is coming up during the week e.g., PE, music/ use of class timetables.
- Show interest in different occupations.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Begin to understand and know that there are different countries in the world,
- (Photos of family holidays etc) and talk about the differences they have experienced or seen in photos.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Begin to understand the changing seasons and draw on what they know of Summer and link to changes in Autumn.
- Draw on this to make observational drawings of trees and plants.

Key Vocabulary

Family	Christmas	Friends
Mum	Celebration	Sharing
Dad	Postman	Taking Turns
Brother	Police	Kind
Sister	Firefighters	Caring
Feelings	Dentist	Gentle
Happy	Crossing Patrol	Respect
Sad	Nurse	Rules
Upset	Doctor	Boundaries
Excited	Independence	Likes
Nervous	Resourceful	Dislikes
Worry	Proud	Resilience
Belief	Helpful	Birthday
Special		