

<p>Year R</p> <p>Autumn</p> <p>2021-22</p> <p>This is me/ People who help us</p>	<p>Learning objectives</p>	<p>Knowledge, skills, understanding & vocabulary</p>	<p>Trips, visitors & workshops</p>
<p>Communication and language</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs.</p>	<p>Vocabulary- Listen, respond, instructions, express, views, opinions, past tense, present tense, future tense, narrative.</p>	<p>Baseline assessment- within first 6 weeks</p> <p>Speech link those showing a concern.</p>
<p>English</p>	<p>Singing phonics phase 1 and 2</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Letters and sounds phase 2</p>	<p>Letters and sounds</p> <p>Guided reading</p> <p>Vocabulary- grapheme, phoneme, vowel, consonant, segment, blend, sound talk, read, write, phonetic, tricky words, high frequency words, fiction, non-fiction, cursive, instruction, poetry.</p>	

	<p>Guided reading</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>		
Maths	<p>White Rose- 1-10</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Compare length, weight and capacity.</p>	<p>Vocabulary- number names, set, group, pictogram, tally, bar chart, program, instructions, quantity, add, subtract, plus, minus, addition, subtraction, count on, count back, calculate, record, number sentence, problem, equals, more, less, fewer, order,, number line, 2D shapes, 3D solids, circle, square, triangle, rectangle, hexagon, octagon, sides, cube, cuboid, sphere, cone, square based pyramid, triangular based pyramid, triangular prism, vertices, faces, edges, on, under, behind, in front of, next to, near, full empty, more less.</p>	
Understanding the world	<p>Discusses Harvest Festival-what is harvest? Espresso.</p> <p>Learns about Diwali and different ways people celebrate.</p> <p>Understands light and dark.</p> <p>Discusses Christmas and how people celebrate in different ways.</p> <p>Talks about Autumn, the season, changes that take place. Autumn walk around school grounds.</p> <p>Listens to and identifies autumn sounds.</p> <p>Knows and explores the 5 senses.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate</p>	<p>Vocabulary- explore, investigate, complete, laptop, technology, sort, similarities, differences, Harvest, Diwali, Christmas, festivals, events, experiences, growth, change, decay, comment, question, Autumn, seasons, identify, environment, living, non-living.</p>	<p>Bug and bat study 22nd September</p> <p>Harvest</p> <p>Nov 4th - Diwali</p> <p>Nov 15th - Road Safety week</p> <p>Christmas</p> <p>Visitors- People who help us- Dr, nurse, vet, dentist, optician etc.</p>

	special times in different ways.		
Expressive arts and design	<p>Whole school project- Self portrait</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Diwali- crafts</p> <p>Christmas crafts/songs/play</p>	Vocabulary- roleplay, equipment, resources, cut, join, assemble, draw, paint, dance, sing, nursery rhymes, collage, explore, colour, create, rubbing, clay, media.	Harvest Diwali Christmas
RE	<p>Being special- Where do we belong?</p> <p>Understands incarnation and why Christians perform nativity plays at Christmas. Why is Christmas special to Christians?</p>	Vocabulary- special, belonging, incarnation, Christians, nativity, Christmas.	Christmas play
PSED (Scarf)	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>Scarf- Me and my relationships All about me</p> <hr/> <p>What makes me special</p> <p>Me and my special people</p>	Vocabulary- feeling, help, support, tolerate, respect, listen, respond, adapt, behaviour, sensitivity, friendship, relationships, bonds.	Scarf workshop Sept 21st Road safety week-Nov 15th

	<p>Who can help me?</p> <p>My feelings</p> <p>My feelings (2)</p> <hr/> <p>Scarf- Valuing difference</p> <hr/> <p>I'm special, you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring (formerly Kind and caring -1)</p> <p>Kind and caring (2)</p>		
<p>Physical development</p>	<p>Leap into life.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Leap into life</p> <p>Vocabulary- control, demonstrate, co-ordination, large, small, apparatus, physical, health, run, skip, hop, jump, land, crawl, jog, climb, healthy, exercise, move, speed, direction.</p>	

	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>		
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