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| <p><b><u>Communication, Language &amp; Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Understand 'why' questions.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul> | <p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> | <p><b><u>Physical Development7</u></b></p> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed.</li> <li>• Use a comfortable grip with good control when holding pens and pencil.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Be increasingly independent in meeting their own care needs.</li> </ul>  |
| <p><b><u>Literacy – Reading</u></b></p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can recognise words with the same initial sound.</li> <li>• • 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-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them.</li> </ul>                  | <p><b><u>Dibnah Class</u></b><br/> <b><u>Autumn Term</u></b><br/> <b><u>2020</u></b><br/> <b>We Are Here</b><br/> <b>Emotions</b><br/> <b>Autumn</b></p>   | <p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> </ul> |
| <p><b><u>Literacy – Writing</u></b></p> <ul style="list-style-type: none"> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <li>• Form lower-case and capital letters correctly.</li> </ul>  | <p><b><u>Understanding The World</u></b></p> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul>  | <p><b><u>Expressive Art and Design</u></b></p> <ul style="list-style-type: none"> <li>• Explore colour and colour-mixing.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>   |