

Prior Learning	Key Vocabulary		Key Knowledge
<ul style="list-style-type: none"> • Different animals need different environments or habitats to live. • Fish have scales, fins and tails. • Fish have gills to breathe underwater. • Plastic pollution is harmful to marine animals. • Leaving litter can harm plants and animals. • The earth is covered in more water than land. 	Home	house, flat, bungalow	<ul style="list-style-type: none"> • People may live in different kinds of homes. • Everyone is unique but part of a community. • Families can look different but are all special. • I was a baby and I have grown and changed. • Talk about themselves and their family. • Recognising that adults like police officers, teachers, and medical staff have responsibilities to keep people safe. • My local area includes my home, school, and familiar places. • Weather and seasons affect what I wear and do. • In autumn, the weather starts to turn colder and some leaves change colour and fall from the trees. • Pumpkins and plants decay as part of a natural cycle. • Decay helps new plants grow.
	Community	local, school, shop	
	Family	parents, siblings, relatives	
	Responsible	duty, safe, helpers	
	Season	autumn, winter, spring, summer	
	Decay	rot, soil, cycle	

Me And My Community/Long Ago



These are the objectives from the Early Years curriculum that we will be focusing on in the Autumn term

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Learn rhymes, poems and songs Develop social phrases Describe events in some detail Engage in non-fiction books – seasons and maps 	<p>We will learn to...</p> <ul style="list-style-type: none"> See themselves as a valuable individual Share and take turns, with support when needed Follow school rules and boundaries. Select and use activities and resources, with help when needed This helps them to achieve a goal they have chosen, or one which is suggested to them. Make healthy choices about food, drink, activity and toothbrushing Be independent in meeting their own care needs e.g. using the toilet, washing and drying their hands thoroughly Express basic feelings and consider the feelings of others Try new activities 	<p>We will learn...</p> <ul style="list-style-type: none"> Revise the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Learn to form letters correctly Explore using a range of tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Engage in ball skills including: throwing, catching, kicking, passing, batting and aiming Further develop the skills they need to manage the school day successfully: - lining up and queuing - 	<p>We will learn to ...</p> <ul style="list-style-type: none"> 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 (CVC, CVCC, CCVC) Write some or all of their name. Begin to spell words by identifying the sounds and then writing the sound with letter / s

Mathematics	Understanding the World	Expressive Arts and Design	At Home
<p>White Rose)</p> <p>We will learn to...</p> <ul style="list-style-type: none"> • Match and Sort • Compare amounts • Compare size, mass and capacity • Explore patterns • Representing 1,2 & 3 • Comparing 1, 2 & 3 • Composition of 1,2 & 3 • Circles and Triangles • Positional Language • Representing Numbers to 5 • One more and one less • Shapes with 4 sides • Understand the 'one more than/ one less than' relationship between consecutive numbers 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Draw information from a simple map (local) • Recognise that people have different beliefs and celebrate special times in different ways • Explore the natural world around them (Autumn) • Describe what they see, hear and feel whilst outside 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Explore and engage in music making and dance, performing solo or in groups • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play 	<p>You can help us by...</p> <ul style="list-style-type: none"> • Sharing books and stories every day • Discussing what we see in the world around us, for instance, while out shopping or on a walk • Encourage writing for different reasons, such as: shopping lists, stories, birthday cards • Encourage independence when getting dressed, eating or tidying up • Counting everyday things (steps, fruit, cups on the table) and noticing numbers around us (number on your front door, number on the bus, numbers on the remote) • Encourage children to cut up their own food with a knife and fork

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| <ul style="list-style-type: none">• Continue, copy and create repeating patterns• Compare length, weight and capacity.• Link the number symbol (numeral) with its cardinal number value to 5 | | | |
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Be interested in and pose questions/find answers ...

- What season is it? How do I know?
- Where do I live?
- What street do I live down?
- What is my full name?
- When is my birthday?
- What numbers can I write to 10?
- What is my favourite book? Why?
- How can I tell if I am happy/ sad?
- What types of fruit and vegetables do I know?
- What are the days of the week? Months of the year?

