

Prior Learning	Key Vocabulary		Key Knowledge
<ul style="list-style-type: none"> I know my name I know how old I am I have a favourite story I have a favourite nursery rhyme I can say when I need to use the toilet I can ask an adult for help when needed and begin to express how I am feeling I can begin to recognise when I need something to eat or drink 	Family	People who love you and take care of you and make you feel safe. Most people live with some but not all of their family.	<ul style="list-style-type: none"> Families are unique, your family can look different to someone else's family. There are lots of special people in our lives. I can identify some people in our community who help us In Autumn the weather and some plants and trees change. I will begin to; choose it, use it, put it away I know where I live I can sit for a story and be able to listen for a period of time I can join in singing a range of nursery rhymes I know what the three primary colours are and can mix them to make secondary colours
	People who help us	These are people in our community who do a job of service, like a police person, a fire person, a doctor, dentist or bin person.	
	Primary Colours	'Main' colours that can be mixed to make more colours.	
	Seasons	Different times of the year when the weather changes.	
	Pumpkin	A large round fruit that can be carved and eaten.	

Me and My Community - Key texts



These are the objectives from the Early Years curriculum that we will be focusing on in Autumn 1 half term

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories • Use a wider range of vocabulary • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'Why' questions • Sing a growing repertoire of songs • Use longer sentences of four to six words • Start a conversation with an adult or friend and continue it for many turns 	<p>We will learn to...</p> <ul style="list-style-type: none"> • See themselves as a valuable individual • Show more confidence in new social situations • Play with one or more other children • Increasingly follow rules, understanding why they are important • Talk about their feelings, using words like 'happy', 'sad', 'angry' or 'worried' • Understand gradually how others might be feeling • Be increasingly confident in meeting their own care needs 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Develop their movement, balancing, riding and ball skills • Go up steps using alternate feet • Use large muscle movements to wave flags, paint and make marks • Start to take part in some group activities • Use one handed tools and equipment, for example, making snips in paper with scissors • Develop fine motor skills so they can use a range of tools competently, such as pencils, paintbrushes, knives, forks and spoons • Show a preference for a 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Understand the five key concepts of print - print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing • Be able to spot and suggest rhymes • Count or clap syllables in words • Begin to recognise words with the same initial sound, such as money and mother

		<p>dominant hand</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed 	
<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>	<i>At Home</i>
<p>We will learn to...</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (subitising) • Recite numbers past 5 • Show 'finger numbers' up to 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Describe a familiar route • Discuss routes and locations, using words 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Talk about what they see using a wide range of vocabulary • Explore how things work • Begin to understand the need to respect and care for the natural environment and all living things • Continue developing positive attitudes about the differences between people • Talk about members of their immediate family and community • Explore the natural world 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Take part in simple pretend play • Begin to develop complex stories using small world equipment like animal sets, dolls etc • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Explore colour and colour mixing • Listen with increased attention to sounds • Remember and sing entire 	<p>You can help us by...</p> <ul style="list-style-type: none"> • Sharing books and stories every day • Discuss what we see around us when out and about • Encourage independence when getting dressed, eating and tidying up • Counting everyday things (steps, fruit, cups on the table) • Notice numbers in environment (house numbers, buses etc) • Encourage children to cut up their own food with a knife and fork

<p>like 'in front of' and 'behind'</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity 	<p>around them</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside 	<p>songs</p> <ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas 	
---	---	---	--

We will 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 recognise
- What is my favourite book? Why?
- How can I tell if I am happy/ sad?

Thank you for your continued support.