



Year Rec Term: Autumn 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
Literacy Fiction Star in the Jar Non - Fiction Posters	Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	Reading stories Sequencing Listening to stories daily Retelling orally Retelling with puppets Immersion in text Determine purpose, audience and form Enjoy, explore and respond to text Familiarisation with text structures Familiarisation with language features Collect writer hints: create effects Gather ideas Plan Modelled and Guided writing Application of writers' skills and knowledge Independent writing & draft, revise, edit
Maths	Comparison <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' 	Comparison <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go 	Counting games Continuous provision updated daily. Counting songs from Number Fun Compare amounts Match and Sort

	<p>Counting</p> <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality) <p>Cardinality (How many?)</p> <ul style="list-style-type: none"> • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. 	<ul style="list-style-type: none"> • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 <p>Cardinality</p> <ul style="list-style-type: none"> • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings <p>Composition</p>	<p>Representing, comparing and composition of numbers to 5</p> <p>One more and one less</p> <p>Comparison of size, mass and capacity.</p> <p>Exploring Pattern</p> <p>Circles and Triangles</p> <p>Positional language</p> <p>Shapes with 4 sides</p> <p>Time</p>
<p>RE</p> <p><u>Harvest</u></p>	<p>Why is it important to say thank you?</p> <p>Why do we say thank you to God at Harvest time?</p> <p>Can you think of a way to give thanks to God for his creation and the harvest?</p> <p>Why is it important to help others?</p> <p>What are your favourite foods and why do you enjoy them?</p>	<p>give pupils an understanding of why we say thank you to God at harvest time and talk about him being the creator.</p>	<p>Giving thanks to God for His wonderful creation and for the Harvest.</p> <p>To widen pupils' understanding of the world and where food comes from.</p> <p>To explore the value of being thankful, recognising that we have access to plenty of food in Britain but there are many places and people in the world who do not have enough.</p> <p>To take some part in a harvest festival celebration in church or school.</p> <p>To have the opportunity to talk about their favourite foods and to enjoy tasting different food.</p>
<p>Phonics / Early Reading</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <ul style="list-style-type: none"> • Repeats and uses actions, words or phrases from familiar stories 	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in 	<p>Teach following graphemes:</p> <p>s</p> <p>a</p> <p>t</p> <p>p</p> <p>i</p> <p>n</p> <p>m</p>

- Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a
- Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps
- Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes

- stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently

d
g
o
c
k
ck
e
u
r
h
b
f
ff
l
ll
ss

Teach first 38 HFW from Monster phonics scheme