

<p>Personal Social and Emotional Development</p> <p>Jigsaw Autumn 1 Being Me in My World Autumn 2 Celebrating Differences</p> <p>NURSERY Select and use activities and resources, with help when needed to help them achieve their goals. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and tooth brushing.</p> <p>RECEPTION Build constructive and respectful relationships. Manage their own needs. - Personal hygiene Express their feelings and consider the feelings of others. Build constructive and respectful relationships.</p>	<p>Communication and Language</p> <p>NURSERY Enjoy listening to longer stories and remember much of what happens. Build up a wider range of vocabulary. Sing a large repertoire of songs. Understand simple instructions. Be able to talk about familiar books, and be able to tell a long story To develop communication skills.</p> <p>RECEPTION Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Describe events in some detail. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Physical Development Gross Motor Skills</p> <p>NURSERY Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>RECEPTION Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Combine different movements with ease and fluency.</p> <p>Fine Motor skills</p> <p>NURSERY Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>RECEPTION Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</p>	<p>Literacy Autumn 1 T4W book (NURSERY) – Rosie’s Walk T4W book (RECEPTION) – Each, Peach, Pear, Plum Autumn 2 T4W book (NURSERY) – Kipper’s Birthday T4W book (RECEPTION) – Little Red Hen</p> <p>NURSERY READING Understand these two key concepts about print: - print has meaning - print can have different purposes WRITING Write some or all of their name.</p> <p>RECEPTION READING 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.</p> <p>WRITING Hear and say initial sounds in words. Spell words by identifying the sounds and then writing the sound with letter/s.</p>
<p>Expressive Arts and Design - Nursery Autumn Nursery artist – Woman in Hat and Fur Collar by Pablo Picasso</p> <p>NURSERY Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore colour and colour-mixing. Develop their own ideas and then decide which materials to use to express them. Respond to what they have heard, expressing their thoughts and feelings. Listen with increased attention to sounds. Drawing to represent ideas like movement or loud noises. Create their own songs or improvise a song around one I know.</p>	 <p>Early Years Curriculum Map Autumn 1/2 – Me Myself and I</p>		<p>Mathematics</p> <p>NURSERY Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and identify the patterns around me. Notice and correct an error in a repeating pattern.</p> <p>RECEPTION Count objects, actions and sounds/Subitise/Compare numbers. Link the number symbol (numeral) with its cardinal number value/Continue, copy and create repeating patterns. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compare length, weight and capacity/Count beyond ten</p> <p>ESSENTIAL MATHS - THEMES RSL1 – Subitising/RSL2 – Counting skills RSL3 – Comparison/RSL4 – Pattern recognition RSL5 – Classification/RSL6 – Counting the Sort</p>
<p>Expressive Arts and Design - Reception Autumn 1 Reception artists – Mona Lisa by Leonard Da Vinci/ Autumn 2 Reception artist - The Beauty of Dance by Leonid Afremov</p> <p>RECEPTION Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in my pretend play.</p> <p>CHARANGA Me My Stories</p>	<p>Understanding the World</p> <p>NURSERY Show interest in different occupations. Continue developing positive attitudes about the differences between people. Talk about significant experiences in their lives. Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.</p> <p>RECEPTION Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of my community. Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel whilst outside.</p>		