

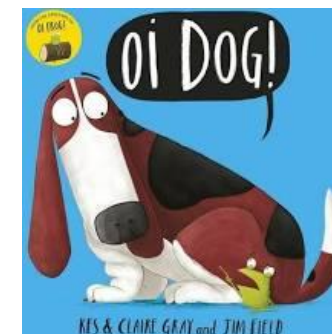
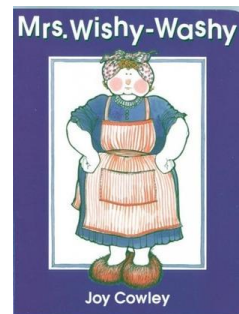
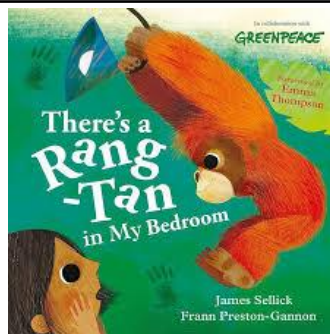


## YEAR R / AUTUMN 1

### Getting to Know You

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Begin to engage in learning directed by adults</li> <li>✓ With support we will stay on task in <b>these</b> activities</li> <li>✓ Begin to learn that making mistakes is ok!</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Be willing to give new or different things a go</li> <li>✓ Ask for support when we need help</li> <li>✓ Ask questions to find out more in a range of contexts</li> </ul>

<b>LEARNING TO LEARN</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Learn all about our new classroom environment and how to work independently in it</li> <li>✓ Find ways to tackle day to day problem independently using resources available</li> <li>✓ Begin to talk about how we could change something or how we could do something differently.</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Learn to talk about our emotions and understand all emotions are healthy</li> <li>✓ Learn how to apologise when we get things wrong.</li> <li>✓ Work well with others in both adult led and child led learning</li> </ul>

**THE PRIME AREAS OF LEARNING**  
 COMMUNICATION AND LANGUAGE, PHYSICAL DEVELOPMENT, PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Opportunities to develop the prime areas of learning run throughout the curriculum via an enabling environment in adult led, child initiated and outside learning as well as through all other times of the day such as social time, following routines and carpet time etc. They will be taught with individual focus on a cohort/individual needs basis.



<b>LITERACY</b>	<b>COMPREHENSION</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Listen to stories and talk about them</li> <li>✓ Identify main characters</li> <li>✓ Act out and retell simple stories</li> <li>✓ Sequence events in simple stories</li> </ul>
	<b>WORD READING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Read our own names</li> <li>✓ Hear and say the first sound in words</li> <li>✓ Begin to link sounds with graphemes</li> <li>✓ Recognise when words contain rhyme and alliteration</li> <li>✓ Continue a rhyming string</li> <li>✓ Begin to blend to read simple VC and CVC words</li> </ul>
	<b>WRITING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Write our own names</li> <li>✓ Know the difference between drawing and writing</li> <li>✓ Begin to form letters accurately</li> <li>✓ Hear, say and write the initial sounds in words</li> <li>✓ Give meaning to the marks we make</li> <li>✓ Begin to sound out and write simple VC and CVC words</li> </ul>

<b>MATHEMATICS</b>	<b>NUMBER</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Match, sort and compare amounts</li> <li>✓ Represent the numbers 1, 2 and 3</li> <li>✓ Compose the numbers 1, 2 and 3</li> <li>✓ Represent numbers to 5</li> </ul>
	<b>NUMERICAL PATTERN</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Compare and compose the numbers 1, 2 and 3</li> <li>✓ Know one more than and one less than numbers to 5</li> </ul>
	<b>MEASURE, SPACE AND SPATIAL THINKING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Compare and order objects according to their size</li> <li>✓ Use the correct language to describe and compare the size of objects</li> <li>✓ Recognise, copy and create repeating patterns in a range of contexts using and “AB” structure</li> <li>✓ Recognise and describe circles, triangles and shapes with 4 sides</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PHYSICAL DEVELOPMENT</b></p>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Move safely and sensibly in a space with consideration of others</li> <li>✓ Develop moving safely and stopping with control</li> <li>✓ Use equipment safely and responsibly</li> <li>✓ Use different travelling actions whilst following a path</li> <li>✓ Work with others co-operatively and play as a group</li> <li>✓ follow, copy and lead a partner</li> <li>✓ Develop balancing whilst stationary and on the move</li> <li>✓ Develop running, stopping and changing direction</li> <li>✓ Develop jumping and landing and hopping and landing</li> <li>✓ Explore different ways to travel</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>UNDERSTANDING THE WORLD</b></p>	<p><b>THE NATURAL WORLD</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Look carefully at our surroundings</li> <li>✓ Comment on and ask questions about the things we observe</li> <li>✓ Begin to understand how to plan an experiment</li> <li>✓ Begin to make predictions about what could happen</li> <li>✓ Look closely at similarities, difference, patterns and change</li> </ul> <p><b>R.E.</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Discuss what makes people special.</li> <li>✓ Discuss how Christians and other groups have special ways of welcoming babies.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>MUSIC</b></p>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Respond to, and demonstrate fast and slow movement to music. (Tempo)</li> <li>✓ Recognise longer and shorter sounds. (Rhythm)</li> <li>✓ Show the underlying beat of simple, familiar songs.</li> <li>✓ Respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip. (Metre)</li> <li>✓ Join in with class, performing new and known material</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>EXPRESSIVE ART AND DESIGN</b></p>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Use a variety of printing techniques appropriately to make art work including different shapes, objects and bubble blowing</li> <li>✓ Use a variety of art media and techniques to make bubble art</li> <li>✓ Experiment with collage using different vegetables to make faces</li> <li>✓ Re-tell and act out stories using intonations, tone and gesture</li> </ul>