

Literacy

To use pictures to tell stories.
To sequence familiar stories.
To independently look at a book, holding them the correct way and turning the pages.
To engage in story times, joining in with repeated phrases and actions.
To being to answer questions about the stories read to them.
To enjoy an increasing range of books including fiction, non-fiction, stories and rhymes.
To recognise their name.
To read single phonemes (Set 1 sounds).
To recognise red words the, I, is.
To copy their name.
To give meanings to the marks they make.
To copy taught letters.
To write initial sounds.
To begin to write CVC words using taught sounds.
To write their name.
To use the correct letter formation of taught letters.
To write words and labels using taught sounds.
To being to write captions using taught sounds.
To write words with digraphs cvcc ccvc.



Curriculum Map Autumn Term 2023 Year 2023-24

Mathematics

To recognise numbers 1-3.
To begin to subitise to 3.
To find one more and one less of numbers to 3.
To explore the composition of 2 and 3.
To recognise numbers 1-5.
To begin to subitise to 5.
To find one more and one less of numbers to 5.
To explore the composition of 4 and 5.
To say which group has more and less.
To compare quantities to 3.
To count to 5.
To compare quantities to 5.
To compare equal and unequal groups.
To count to 10 To match objects.
To sort objects.
To compare capacity, length, height, size.
To finish a repeating pattern of 2 objects or colours.
To recognise and name circle and triangle.
To recognise 1p and 2p.
To order the days of the week.
To recognise and name square, and rectangle.

Communication and Language

To understand how to listen carefully.
To understand why listening is important.
To be able to follow directions.
To engage in story times, joining in with repeated phrases and actions.
To begin to understand how and why questions.
To respond to instructions with more than one step.
To talk in front of a small group.
To talk to staff.
To learn new vocabulary.
To answer questions in front of the whole class.
To use new vocabulary throughout the day.

Physical Development

To move safely in a space.
To follow a path and take turns.
To work co-operatively with a partner.
To balance.
To run and stop.
To change direction.
To jump and hop.
To explore different ways to travel using equipment.
To use a dominant hand.
To mark make using different shapes.
To use tweezers to transfer objects.
To thread large beads.
To use large pegs.
To begin to form recognisable letters.
To begin to hold scissors correctly and cut along a straight line.
To hold a fork and spoon correctly.
To begin to use anticlockwise movement and retrace vertical lines.
To hold scissors correctly and cut along a straight and zigzagged line.
To accurately draw lines, circles and shapes to draw pictures.
To begin to form recognisable letters.
To use a knife correctly and use it to cut food.

P.S.H.E

To recognise different emotions.
To understand how people show emotions.
To focus during whole class activities.
To follow one-step instructions.
To talk about how they are feeling.
To begin to consider the feelings of others.
To adapt behaviour to a range of situations.
To wash hands independently.
To put coat, fleeces, socks and shoes on independently.
To explore different areas within the school environment.
To use the toilet independently.
To develop class rules and understand the need to have rules.
To have confidence to try new activities.
To seek support of adults when needed.
To gain confidence to speak to adults and peers.
To play with children who are playing with the same activity.
To begin to develop friendships.
To have positive relationships with all familiar staff.

Understanding of the World

To know about my own life-story.
To know how I have changed.
To know about figures from the past.
To know similarities and differences between things in the past and now.
To know about family structures and talk about who is part of their family.
To identify similarities and differences between themselves and their peers.
To know the name of the school and the local area.
To know that there are any countries around the world.
To know that different people speak different languages.
To talk about how Hindus celebrate Diwali.
Talk about the Christmas story and how it is celebrated.
To know that people around the world have different religions.
To ask question about the natural environment.
To respect and care for the natural environment.
To know and recognise the signs of Autumn.
To show an interest in technological toys.
To learn about e safety.
To know how to operate simple equipment.
To use the Prowise board to draw pictures.

P.E.

Art

To explore colour and media for mark making.
To explore printing, texture and collage.
To explore warm and cool colours
To experiment with simple painting techniques – 'Beautiful Fruit'.
To use shape for collage.
To explore Splash art.
To create Remembrance and festive artwork.

Ways to support your son at home:

To read to your son every night before bedtime and talk about the story.
To listen to your son read every night.
To practise correct letter and number formation.
To spot numbers, letters and words around the environment.
To practise counting.
To continue to develop your son's independence, for example, dressing.

Spanish

To understand that Spanish is spoken in Spain (and some other countries).
To learn greetings.
To follow class instructions.
To understand and respond to the question ¿Come te llamas?
To understand and respond to the question ¿Que tal?
To continue with greetings.
To learn numbers to 20.
To learn the numbers song in Spanish.
To learn about Christmas in Spain.

Music

To be able to copy back simple two pitch phrases.
To recognize changes in pitch.
To recognize changes in dynamics.
To recognize changes in tempo.
To be able to describe music.
To develop confidence in performing to an audience.