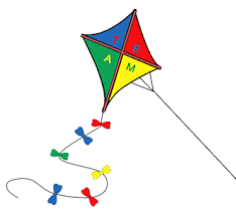


Year R Half Term Learning grid  
Autumn 1 Marvellous Me!



| Prime areas of learning Year R                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>C&amp;L</div> <div><div>To understand how to listen carefully</div><div>To understand why listening is important</div><div>To be able to follow directions</div></div> <div><div>To talk in front of a small group</div><div>To talk to class teacher and LSAs</div><div>To learn new vocabulary</div></div> <div><div>To recognise different emotions</div><div>To understand how people show emotions</div><div>To focus during short whole class activities</div><div>To follow one-step instructions</div></div> | <div>PS&amp;ED</div> <div><div>To wash hands independently</div><div>To put coat and socks on independently</div><div>To get changed for P.E with support</div><div>To explore different areas within the Year R environment</div><div>To use the toilet independently</div></div> <div><div>To seek support of adults when needed</div><div>To gain confidence to speak to peers and adults</div></div> | <div>PD</div> <div><div>To move safely in a space</div><div>To stop safely</div><div>To develop control when using equipment</div><div>To follow a path and take turns</div><div>To work co-operatively with a partner</div></div> <div><div>To use a dominant hand</div><div>To mark make using different shapes</div><div>To begin to use a tripod grip when using mark making tools</div><div>To use tweezer to transfer objects</div><div>To thread large beads</div><div>To use large pegs</div><div>To begin to copy letters</div><div>To hold scissors correctly and make snips in paper</div><div>To hold a fork and spoon correctly</div></div> |

| Specific areas of learning Year R                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <div>Lit</div> <div><div>To use pictures to tell stories</div><div>To sequence familiar stories</div><div>To independently look at book, holding them the correct way and turning pages</div></div> <div><div>To recognise their name</div><div>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l)</div><div>To recognise taught Phase 2 Tricky Words (the l to)</div><div>To begin to blend sounds together to read words using the taught sounds</div></div> <div><div>To copy their name</div><div>To give meanings to the marks they make</div><div>To copy taught letters</div><div>To write initial sounds</div><div>To begin to write CVC words using taught sounds</div></div> | <div>Maths</div> <div><div>To recognise numbers 1-3</div><div>To begin to subitise to 3</div><div>To find one more of numbers to 3</div><div>To find one less of numbers to 3</div><div>To explore the composition of 2 and 3</div></div> <div><div>To say which group has more</div><div>To say which group has less</div><div>To compare quantities to 3</div><div>To count to 5</div><div>To match objects</div><div>To sort objects</div><div>To compare capacity, length, height, size.</div><div>To finish a repeating pattern of 2 objects or colours</div></div> | <div>U+W</div> <div><div>To know about my own life-story</div><div>To know how I have changed</div></div> <div><div>To know about family structures and talk about who is part of their family</div><div>To identify similarities and differences between themselves and peers.</div><div>To know the name of the village the school is in.</div><div>To know about features of the immediate environment.</div><div>To know that there are many countries around the world.</div></div> <div><div>To ask questions about the natural environment.</div><div>To respect and care for the natural environments</div></div> <div><div>Identify the user parts of technology. Know how to handle technology appropriately and safely.</div></div> | <div>EAD</div> <div><div>To name colours</div><div>To experiment with mixing colours</div><div>To create simple representations of people and objects</div><div>To draw and colour with pencils and crayons</div><div>To role play using given props and costumes</div></div> <div><div>To explore different techniques for joining materials (Glue Stick)</div><div>To know how to work safely and hygienically</div><div>To use non-statutory measures (spoons, cups)</div><div>To use some cooking techniques</div><div>To use different construction materials</div></div> <div><div>To sing and perform nursery rhymes</div><div>To join in with whole school singing assemblies</div><div>To experiment with different instruments and their sounds</div><div>To talk about whether the like or dislike a piece of music</div><div>To create musical patterns using body percussion</div><div>To use costumes and resources to act out narratives</div></div> |

The Big events/essential experiences this term are: transition into school, my first PE lesson, form my first friendships in school

The Core values and learning keys we will be focusing on are: independence, courage, team