**Physical Development**

- fundamental movement skills; experimenting with different ways of moving and negotiating space

- develop core body strength and balance, including correct sitting postures

- begin to develop fine motor skills and mark making skills, including correct writing grip.

**Personal, Social and Emotional Development/HRSE**

- settling in and making positive relationships

- respecting others and learning to follow class routines and expectations

- learn how to manage and express feelings appropriately

- learn how to manage own personal hygiene in the school setting

- oral hygiene intro (linked to senses)

- keeping healthy intro

**R.E./HRSE**

Creation & Covenant;

- come to know that God made and loves us all, our beautiful world and everything in it

- recognise that we are all unique and loved by God

- recognise and talk about our families, school family and being part of God’s family

- recognise and talk about the love shown to them and how they show love to others

- begin to recognise and learn the words and actions of the Sign of the Cross

**Expressive Arts and Design**

- begin to explore a wide range of art and craft tools and resources, especially mark making tools

- home corner role play

- develop narrative and continue stories heard, through small world and imaginative play

- sing well-known nursery rhymes and songs and begin to learn new ones (inc topic songs)

- begin to explore rhythm, rhyme and pattern through song, music and movement

**Understanding the World**

- become familiar with their new surroundings

- explore the natural world; observe changing seasons and interact with natural processes eg falling leaves, wind and weather; develop vocabulary

- identify and name parts of the human body

- use all their senses to explore; describe what they see, hear, smell and feel; develop vocabulary

- name, describe and talk about people who are familiar and special to them and the jobs they do

- begin to recognise, talk about, compare peoples physical similarities/differences, likes/dislikes, beliefs & culture

**Communication and Language**

*-* interact with others in play

- participate in 2-way conversations, taking turns to speak and listen

*-* listen to and join in with songs, rhymes and stories

- develop an awareness of rhyme

- Speak clearly so that others can understand you

- Develop active listening skills

- learn, understand and use new vocabulary (including topic related)

**Mathematics**

*Working initially to secure deep mathematical understanding of numbers 1-3, then 1-5*

- enjoy wide ranging counting activities using objects, actions and sounds

- link the numeral with its cardinal number value

- subitise small amounts

- compare numbers and amounts. Use related vocab correctly eg more, less, fewer, equal when comparing

- recognise, match, create and compare patterns

 - talk about measures, shapes and patterns

- sort and classify objects, explaining reasoning

Wrens YR

Autumn Term 1 2024

A group of kids jumping in the air

Description automatically generated

Marvellous Me!

**Literacy**

- share, enjoy and discuss a wide range of texts including topic texts, e.g.‘Super Duper You’, ‘We are all wonders’, ‘Finding a friend’ and ‘Funnybones’

- develop sound awareness and distinguish between different sounds

- develop awareness of rhyme

- begin to match sounds to letters (phase 2)

- begin to blend sounds together to form simple vc and cvc words (phase 2)

- develop mark making skills, including pencils for writing

- link marks to letters and begin to write some letters accurately (pre-cursive)