Cherry Class Autumn Term Overview 2024

English

Text Focus – People Who Help Us

Pre Stage 1

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Repeat words and phrases from familiar stories. Ask questions about the book.
- Make comments and shares their own ideas. Develop play around favourite stories using props.

Pre stage 1

- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Show interest in different occupations.

Pre stage 1

- Form lower-case and capital letters correctly.
- Read individual letters by signing or saying the sound for them

Maths

Pre stage 1 – See full document in Maths folder

Top section (blue)

Reacts to significant changes in amounts (double the amount)	Identifies that a group has more when items have been added	Uses the word more to describe the change to an amount when items are added	React to changes of amount in a group of up to three items	Understand the concept of addition as combining sets of objects	Understand that the terms add, total, altogether relate to combining groups of objects	Count up to 5 objects, moving each as they are counted	Combine two groups of objects (total within 5) counting how many are there	Combine two groups of objects (total within 10) counting how many are there	*In real life contexts add two single-digit numbers totalling within 10, using practical equipment*
Reacts to significant changes in amounts (half the amount)	Identifies that a group has less (fewer) when items have been removed	Uses the word less to describe the change to an amount when items are removed		Understand the concept of subtraction as removing one amount from within another	Understand that the terms subtract and take away relate to removal of one group from another	Count up to 5 objects, moving each as they are counted	Remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left	Remove a given amount from a greater set (with a whole of up to 10) counting to identify how many are left	*In real life contexts subtract a single-digit number from a number up to 10, using practical equipment*

Shape / Space section (red)

		Step one			Step two				
		Learning and Progression Examples		**Key Learning**	**Learning and Progression Examples**				**Key Learning**
Shape	Explores a range of objects through touch	Stacks objects using flat surfaces	**Combine objects like stacking blocks and cups**	Recognises that two objects have the same shape	Chooses items based on their shape which are appropriate for the child's purpose	Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes	Attempts to create arches and enclosures when building, using trial and improvement to select blocks	**Combine shapes to make new ones – an arch, a bigger triangle etc.**
	Responds to changes of shape	Stacks objects using flat surfaces	Enjoys using blocks to create their own simple structures and arrangements	**Build with a range of resources**	Makes simple constructions		Chooses items based on their shape which are appropriate for the child's purpose		**Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.**
	Attempts, sometimes successfully, to match shapes with spaces on inset puzzles	Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles	Chooses puzzle pieces and tries to fit them in	**Complete inset puzzles**	Recognises that two objects have the same shape	Shows awareness of shape similarities and differences between objects		Responds to both informal language and common shape names	**Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'**
									Know that shapes can appear in different ways and be different sizes
Space	Enjoys filling and emptying containers		Beginning to put objects of similar shapes inside others and take them out again	**Put objects inside others and take them out again**	In everyday situations, understand and use the terms on top, under(neath) with the support of gestures	In everyday situations, understand and use the terms in front of, behind, next to with the support of gestures	Responds to some spatial and positional language		**Understand position through words alone – for example, "The bag is under the table," – with no pointing**
	Explores space when they are free to move, roll and stretch	Explores space around them and engages with position and direction, such as pointing to where they would like to go	Investigates fitting themselves inside and moving through spaces	**Climb and squeezing selves into different types of spaces**	Moves their bodies and toys around objects and explores fitting into spaces	Begins to remember their way around familiar environments	Responds to some spatial and positional language		**Describe a familiar route**
	Enjoys filling and emptying containers		Beginning to put objects of similar shapes inside others and take them out again		In everyday situations, understand and use the terms on top, under(neath) with the support of gestures	In everyday situations, understand and use the terms in front of, behind, next to with the support of gestures	Responds to some spatial and positional language		**Discuss routes and locations, using words like 'in front of' and 'behind'**

Pattern / Sorting / Measurement section

	Shows interest in patterned songs and rhymes, perhaps with repeated actions	Experiences patterned objects and images		**Notice patterns and arrange things in patterns**	Identifies patterns in the environment		Describes simple patterns in the environment		**Talk about and identifies the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.**
	Joins in with repeated actions in songs and stories	Initiates and continues repeated actions	Beginning to arrange items in their own patterns, e.g. lining up toys		Is interested in what happens next using the pattern of everyday routines	Joins in and anticipates repeated sound and action patterns	Continues a repeating ABAB pattern		**Extend and create ABAB patterns – stick, leaf, stick, leaf**
	Becoming familiar with patterns in daily routines	Begins to predict what happens next in predictable situations	Joins in with and predicts what comes next in a story or rhyme						**Notice and correct an error in a repeating pattern**
Sorting	Recognises that objects look, feel (and sound) different	Shows interest in objects that are similar to each other	Beginning to arrange items in their own patterns, e.g. lining up toys		Recognises that two objects have the same shape		Shows awareness of shape similarities and differences between objects		*Sort objects and say what features they have in common*
Measurement	Responds to size, reacting to very big or very small items that they see or try to pick up	Shows an interest in objects of contrasting sizes in meaningful contexts	Shows an interest in size and weight	Explores differences in size and length	**Describe and compare sizes using gesture and language – 'bigger / little / smaller', 'high / low', 'tall',**	In meaningful contexts, finds the longer or shorter of two items			**Find an object of similar length/ width/ height**
									Make comparisons between objects relating to size, length and height e.g. longer / shorter; wider / narrower; taller / shorter
	Shows an interest in size and weight		Explores differences in weight	**Describe and compare weights using gesture and language – 'heavy'**	In meaningful contexts, finds the heavier or lighter of two items				**Make comparisons between objects relating to weight e.g. heavier/lighter**
	Shows an interest in emptying containers	Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram	Explores differences in capacity	**Use language of full and empty to describe the amount in different containers**	In meaningful contexts, finds the more/less full of two items				**Make comparisons between objects relating to capacity e.g. more/less**
	Know that items can be bought in shops and other places (online)				Understand that we need to pay for goods		Understand that money is used to pay for items		**Understand that we need to pay for goods**
	Shows an interest in shops and buying items								
	Talk about where things we need can be obtained				Understand that we need to pay for goods		Understand that items can have different prices		**Talk about things they want to spend their money on**

Bottom section (purple)

				Shows an interest in coins and notes		Identifies that coins, notes and plastic cards (credit/debit cards) can be used to pay for things		*Talk about different ways we can pay for things*
	Recognises that objects look, feel (and sound) different	Shows interest in objects that are similar to each other		Talk about coins using properties such as shape, colour and size	Recognise that there are different coins	Talk about notes using the property of colour	Recognise that there are different notes	*Recognise that there are different coins and notes*
	Gets to know and enjoys daily routine such as mealtimes and bath time	Beginning to understand that things might happen now or at another time, in routines	**Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc.**	Beginning to understand some talk about immediate past and future	Beginning to anticipate times of the day such as home time	Understand that 'before' means earlier / Understand that 'after' means later	Understand that the current day is always known as 'today'	Understand that 'yesterday' is the day before today / Understand that 'tomorrow' is the day after today	*Understand and use language – before, after, yesterday, today, tomorrow*
	Gets to know and enjoys daily routine	Beginning to understand that things might happen now or at another time, in routines		Understand that 'first' position in a line is the start of the line	Understand that 'last' in a line is the end of the line	In a story, understand that 'first' refers to the start(ing action)	In a story, understand that 'last' refers to the end	*Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'*
				Understand and use language – before, after, yesterday, today, tomorrow		Know that days have names		*Know some names of the days of the week*

Science – Material Properties

Pre Stage 1

Explore materials with different properties.

Pre Stage 1

Explore collections of materials with similar and/or different properties.
Talk about the differences between materials and changes they notice.

NC KS1

Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.

Geography (half a term) – The Great Outdoors

The school building, the school grounds, fieldwork.

Pre Stage 1

Explore and respond to different natural phenomena in their setting and out on trips

Pre stage 1

Describe what they see, hear and feel whilst outside.
Use some basic vocabulary linked to the natural world

Pre Stage 1

Recognise some environments that are different from the one in which they live.
Draw information from a simple map

NC KS1

Use simple fieldwork and observational skills to study the geography of their school and its rounds and the key human and physical features of its surrounding environment.

Art (half a term) - Picasso v Nick Sharrat.

Pre Stage 1

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Pre stage 1

Develop their own ideas and then decide which materials to use to express them.
Join different materials and explore different textures.

NC KS1

To use a range of materials creatively to design and make products.
Know about great artists.

Design & Technology (half a term) – Cookery, Christmas creations, Puppets (enterprise).

Pre Stage 1

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas

Pre stage 1

Join different materials and explore different textures.

NC KS1

Develop a wide range of design techniques using colour, pattern, texture, line, shape, form and space.

PE

Refer to PE Hub resources for plans

PSHE -

Half Term 1 – Kind and unkind behaviours

Pre Stage 1

Begin to show 'effortful control' e.g. waiting for a turn, resisting the impulse to grab what they want or push their way to the front.
Develop friendships with other children.

Pre Stage 1

Play with one or more other children , extending and elaborating play ideas.
Understand gradually how others may be feeling

Pre Stage 1

Build constructive and respectful relationships.

Half Term 2 – Keeping Safe

Pre Stage 1

Increasingly follow rules, understanding why they are important.

Pre Stage 1

Know and talk about being a safe pedestrian.

RE – Christianity (God)

Pre stage 1

Begin to establish their sense of self.
Make choices through gestures, talk and sign.

NC KS1

Talk about the different roles that they might have (friend, child, brother/sister).
Consider how people might have multiple roles.
Know some communities which they belong to.