

ROPSLEY CURRICULUM AUTUMN TERM

PHYSICAL DEVELOPMENT	GROSS MOTOR Children can sit upright on the carpet or a table for 10 minutes. Children can demonstrate: - rolling - crawling - walking - jumping - running Children can show co-ordination, balance and agility during dance and gymnastics sessions. Children can use a range of large and small apparatus indoors and outdoors, alone and in a group. Children can combine 2 movements during dance and gymnastic sessions. Children can find a safe space to perform movements (away from others and apparatus) Children can ride 3 wheeled trikes independently.	FINE MOTOR Children can hold a pencil or paintbrush using a tripod grip to make marks or draw pictures. Children can form letters correctly following a letter formation guide Children can hold scissors correctly to cut along a straight line. Children can shape dough/sand using their hands (dough disco: roll, splat, squeeze), roll dough out and use simple cutters. Children are beginning to hold a knife and fork correctly. Children can cut up simple foods with a knife (e.g. fish fingers)	HEALTH AND HYGIENE Children can get into a line, standing behind each other (assembly, lunch time, fire drill, play times). Children can wash their hands with supervision. Children can manage their own toileting mostly independently.
COMMUNICATION AND LANGUAGE	LISTENING, ATTENTION AND UNDERSTANDING Children can listen carefully to and follow simple one step instructions. Children can sit and listen to a story/ non-fiction text in a whole class group. Children can listen to songs and rhymes. Children can listen to core texts and begin to talk about them. Children learn new topic vocabulary and begin to use this with adult support.	SPEAKING Children learn and join in with familiar nursery rhymes. Children learn new topic vocabulary and begin to use this with adult support. Children can retell the key events from a story. Children can retell a story from our core texts using props with support from an adult. Children can say good morning and good afternoon during the register. Children can say please and thank you appropriately. Children can ask "Would you like to play with me?" "Please can you help me?" "Please may I go to the toilet?" Children can express their feelings "I am sad/cross/happy/excited" (Colour Monster) Children can say "I am going to..." (Plan Do Review - activity or area) Children can say "I have been/made..." (Plan Do Review)	

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		<p>Children are encouraged to ask for help if needed with support.</p> <p>Children can talk about their ideas in full sentences that can be understood by others.</p>	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>SELF-REGULATION</p> <p>Children can recognise they are tired/sad/angry and with support choose an appropriate action.</p> <p>Children can express their feelings “I am sad/cross/happy/excited” (Colour Monster)</p> <p>Children can share resources with support.</p> <p>Children can say “I am going to...” (Plan Do Review- activity or area)</p> <p>Children can say “I have been/made...” (Plan Do Review)</p> <p>Children are encouraged to ask for help if needed with support.</p> <p>Children can listen carefully to and follow simple one step instructions.</p> <p>Children can stop what they are doing during a focussed activity when the adult says their name or “Show me 10”</p>	<p>MANAGING SELF</p> <p>Children can wash their hands with supervision.</p> <p>Children can manage their own toileting mostly independently.</p> <p>Children can put on their coat and zip it up with some support.</p> <p>Children take their shoes off and put their wellies on independently.</p> <p>Children can put their shoes on independently (apart from laces).</p> <p>Children can undress independently for PE and redress with some support.</p> <p>With support children can follow simple rules (I can sit on the carpet, I can line up, I keep my hands to myself, I listen to adult, I tidy up when I’ve been asked)</p> <p>Children can choose what they want to play with.</p> <p>Children can keep trying with a challenge with adult support.</p> <p>Children can say something they are good at.</p>	<p>BUILDING RELATIONSHIPS</p> <p>Children can share classroom resources with adult guidance.</p> <p>Children can play alongside others engaged in the same play.</p> <p>Children can name the key adults and peers in school.</p> <p>Children seek out a familiar adult when they need help or are upset.</p> <p>With support children can take turns when using resources.</p> <p>Children can recognise they are tired/sad/angry and with support choose an appropriate action.</p>
LITERACY	<p>WORD READING</p> <p>Children can read set 1 RWI sounds.</p> <p>Children can read CV/VC/CVC words using set 1 sounds.</p> <p>Children can read CEW: I, a, at, am, Mum, Dad, the, and, it, is, in, on, no, go, dog, cat, can, up, big, get.</p> <p>(See Phonics Overview)</p>	<p>COMPREHENSION</p> <p>Children can join in with popular rhymes and repeated refrains.</p> <p>Children can retell the key events from a story.</p> <p>Children can sequence 3 pictures from a story.</p> <p>Children can retell a story from our core texts using props with support from an adult.</p>	<p>WRITING</p> <p>Children can form lower case letters correctly following a letter formation guide.</p> <p>Children can write VC/CV/CVC words independently using set 1 sounds.</p> <p>Children can write a given 3 word sentence (hold a sentence).</p>
MATHS	<p>NUMBER Counting</p> <p>Children can count securely at least 5 objects and correspond correctly when they count</p> <p>Children can give the total of the group once</p>	<p>NUMERICAL PATTERNS Counting</p> <p>Children can count backwards and forwards fluently to at least 5 (most to 10).</p>	<p>SHAPE, SPACE, MEASURE Measures:</p> <p>Children can talk about weight and balance</p>

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	<p>they have counted.</p> <p>Subitising Children can start to subitise groups and pictures of groups of 5 objects (including in a 5 frame) Children can recognise coins: 1p, 2p, 5p.</p> <p>Composition Children can put groups of objects together and count the total. Children can make amounts up to 5p using 1ps and 2ps.</p> <p>Number Formation Children can write numerals 0-5 with correct formation.</p>	<p>Ordering/Comparing Children compare groups of both identical and non-identical objects and say which group has greater or fewer. They can say when the groups are equal. Children can compare groups of a minimum of 5 objects with all being able to say (without counting) which is the largest or smallest group Children can use the vocabulary of comparison for group of objects (more/fewer/same amount) Children can find one more/one less than a number to 5.</p>	<p>weighing scales. Children can use language: larger, smaller, long, short, tall, heavy, light, fully, empty.</p> <p>Sorting Children can sort and group several objects based on a given and a self-selected criteria (colour/size/shape).</p> <p>Shape Children can recognise and name circles, triangles, squares and rectangles. Children can say a circle has 1 curved side, a triangle has 3 straight sides and a square/rectangle has 4 straight sides and corners. Children can identify shapes and make pictures using shapes and build shapes. Children can recognise that when printing some 3d shapes make a circle and triangle.</p> <p>Spatial Reasoning Children can use simple positional and directional language: next to, on top of, under, over, in, behind, between, beside, through.</p> <p>Patterns Children can continue, copy and create a two step repeating pattern.</p> <p>Time Children can use language: day, night, morning, afternoon, before, after, today, tomorrow, now, next, later. Children can sequence days of the week. Children can order key events in their daily routines. Children can begin to use a sand timer with</p>
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			support (minutes)
UNDERSTANDING THE WORLD	PAST AND PRESENT Children can talk about the people in their family and people who help them. Children can talk about important jobs people do and how that helps us.	PEOPLE, CULTURE AND COMMUNITIES Children can talk about the people in their family and people who help them. Children can talk about important jobs people do and how that helps us. With support children can draw information from a simple map and stories, discussing what they find. Children can talk about special places within Ropsley (school, church, Green Man, village hall/park). Children use stories to find out about different beliefs and celebrations (Diwali, Christmas)	NATURAL WORLD Children can explore the natural world around them describing what they see, hear and feel. Children can make observations and by discussion of animals and plants. Children can discuss how the seasons change and observe this (trees, flowers, weather)
EXPRESSIVE ARTS AND DESIGN	CREATING WITH MATERIALS Children can use PVA, pritt stick, flour and water to join a range of materials with large, flat surfaces. Children can weave paper/pipe cleaners on a simple loom. Children can make rubbings showing a mixture of textures and patterns. Children can take prints from objects and produce simple pictures by printing objects. Children can hold a pencil or paintbrush using a tripod grip to make marks or draw simple pictures. Children can select an appropriate colour for their artwork. Children combine cut papers to fill in a template (collage) Children can retell a story from our core texts using props with support from an adult. Children combine boxes/shaped dough to build simple models.	BEING IMAGINATIVE AND EXPRESSIVE Children recount a simple story line in small group play with adult support. Children learn and join in with familiar nursery rhymes. Children join in with group songs. Children start to move to music, copying the ideas of an adult or peer. Children can explore making different shapes with their bodies at different levels with or without music. Children can say whether they like the music. Children can say what they see in dance and performance art and whether they like it. Children can explore musical instruments on their own and in groups.	

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	<p>Children can say “I am going to...” (Plan Do Review- activity or area)</p> <p>Children can say “I have been/made...” (Plan Do Review)</p> <p>Children can share classroom resources with adult guidance.</p> <p>Children can play alongside others engaged in the same play.</p>		
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