

My Autumn Term Learning – Cherry Tree Class — Reception

Maths:

- Subitise within 3
- Identify sub-groups in larger arrangements.
- Create their own patterns for numbers within 4.
- Practise using their fingers to represent quantities which they can subitise.
- Develop knowledge of the counting sequence, including through rhyme and song.
- Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting.
- Have opportunities to develop an understanding that anything can be counted, including actions and sounds.

English:

Writing:

- Make marks in play, giving meaning to marks and labelling
- Write own name
- Write some letters accurately, using correct formation, and write initial sounds to label pictures
- Write simple captions using CVC words

Reading:

- Read individual letters by sounding them out.
- Read a few common exception words
- Beginning to blend sounds to read simple words
- Orally segment sounds in cvc words
- Allocated daily reading record and reading book
- Join in with rhyming activities
- Listening to stories and talking about the characters and settings
- Retell nursery rhymes and stories (talk for writing)
- Sequence events in stories

Phonics:

Daily phonics sessions

Physical development:

Self-help skills:

- Dress and undress independently
- Use a knife and fork, use scissors
- Put on coat / packing book bag
- Use the toilet independently
- Children to develop good personal hygiene (hand washing, nose blowing etc)

Fine motor skills:

- Show a preference for dominant hand, begin to develop pencil grip and pencil control
- Fine motor skills activities e.g. threading, lacing, assembling

Weekly PE/OT sessions:

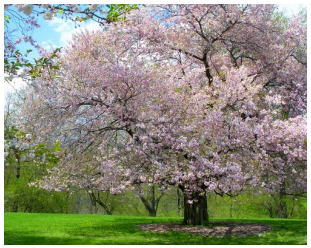
- Movement, balancing, jumping and landing safely on mat
- Ball skills e.g. target games
- Skip, hop, stand on one leg
- Cooperation games—turn taking skills

Personal, social and Emotional Development:

- How to deal with emotions (linked to the 'Zones or Regulation') Learn and follow school routines
- Increasingly follow rules, understanding why they are important.
- Understand class routine (visual timetables) and class expectations e.g. good sitting.
- Try out new toys and tasks independently
- Form good relationships with peers and adults
- Develop their sense of responsibility and membership of a community.
- See themselves as valuable individual
- Feeling safe in their new classroom
- Confident to talk to other children when working in a group
- Able to ask adults for help
- Play with one or more other children, extending and elaborating play ideas
- Building up self confidence

Communication and Language:

- Learn the names of familiar peers and adults
- Taking part in circle time—'good morning'
- Understand a question or instruction that has two parts, such as: 'Get your coat and walk'
- Engage on stories e.g. by retelling stories, learning new vocabulary
- Working with a partner and in small groups
- Children talking about experiences that are familiar to them
- Talking about their likes / dislike
- Discussions about the similarities and differences in our families and how we celebrate Christmas/festivals.
- Speech and Language Therapy targets and weekly sessions



My Autumn Term Learning – Cherry Tree Class — Year 1

Maths:

- To identify and represent numbers using objects and pictorial representation.
- To read and write numbers from 1 to 10 in numerals and words.
- Identify one more or one less than a given number.
- To read, write and interpret mathematical statements involving addition, subtraction and equals.
- To add and subtract numbers up to 20
- To represent and use number bonds to 20.
- To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.
- To sequence events in chronological order using language e.g. before and after, next, tomorrow
- To describe position, direction and movement, including left and right.
- Recognise and name 2D and 3D shapes

Personal, social and Emotional Development:

Continuation from Reception:

- Try out new tasks independently
- Develop sense of responsibility and membership of a community.
- Follow rules, understanding why they are important.
- Able to ask adults for help
- Building up self confidence

Year 1 input:

- Develop positive relationships with others.
- Recognise and understand their emotions
- How to manage our emotions

English:

Writing

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Planning or saying out loud what they are going to write about
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate
- sentences
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Using adjectives to create simple noun phrases

Reading

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they
- listen to by:
- Discussing word meanings, linking new meanings to those already known
- Predicting what might happen on the basis of what has been read so far
- Being introduced to non-fiction books that are structured in different ways

Spelling and Grammar

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Learning new ways of spelling phonemes for which one or more spellings are already known,and learn some words with each spelling, including a few common homophones
- Apply spelling rules and guidance, as listed in English Appendix 1

Physical development:

Self-help skills:

- Dress and undress independently
- Use a knife and fork, use scissors
- Put on coat / packing book bag
- Use the toilet independently
- Develop good personal hygiene

Fine motor skills:

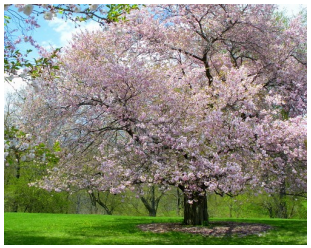
- Has a good pencil grip and pencil control
- Fine motor skills activities e.g. threading, lacing, assembling

Weekly PE/OT sessions:

- Movement, balancing, jumping and landing safely on mat
- Ball skills e.g. target games
- Skip, hop, stand on one leg
- Cooperation games—turn taking skills
- Build simple movement patterns
- Send an object with increased confidence
- Work as a team.
- Recognise rules

Communication and Language:

- Understand a question or instruction
- Engage on stories e.g. by retelling stories, learning new vocabulary
- Working with a partner and in small groups
- Talking about familiar experiences
- Talking about their likes / dislike and begin to say 'why'
- Speech and Language Therapy targets and weekly sessions



My Autumn Term Learning – Cherry Tree Class — Year 2

Maths:

- Count in 2s, 3s, 5s and 10s from any number, forwards and backwards
- Read and write numbers to at least 100 in numerals and in words
- Identify, represent and estimate numbers using different representations, including the number line
- Recognise the place value of each digit in a 2-digit number (tens, ones)
- Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems
- Add numbers using concrete objects, pictorial representations and mentally, including a 2-digit number and ones and a 2-digit number and tens
- Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Solve problems with addition applying increasing knowledge of mental and written methods.
- Recall and use addition facts to 20 fluently, and derive and use related facts up to 100.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and multiplication facts, including problems in contexts.
- Recall and use division facts for the 2, 5 and 10 multiplication tables.

English:

Writing

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Planning or saying out loud what they are going to write about
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate
- sentences
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Using adjectives to create simple noun phrases

Reading

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they
- listen to by:
- Discussing word meanings, linking new meanings to those already known
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- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
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- Apply spelling rules and guidance, as listed in English Appendix 1

Physical development:

Fine motor skills:

- Has a good pencil grip and pencil control
- Fine motor skills activities e.g. threading, lacing, assembling

Weekly PE/OT sessions:

- Movement, balancing, jumping and landing safely on mat
- Ball skills e.g. target games
- Skip, hop, stand on one leg
- Cooperation games—turn taking skills
- Build simple movement patterns
- Send an object with increased confidence
- Work as a team.
- Recognise rules

Personal, social and Emotional Development:

- Work increasingly more independently
- Sense of responsibility and membership of a community.
- Follow rules, understanding why they are important.
- Able to ask adults for help
- Develop positive relationships with others.
- Recognise and understand their emotions

Communication and Language:

- Understand questions and instructions
- Engage on stories e.g. by retelling stories, learning new vocabulary, making inferences, predicting what comes 'next'
- Engaging in group conversations
- Talking about familiar experiences
- Explaining 'why' something is happening
- Speech and Language Therapy targets and weekly sessions