

## Moon Class Autumn 1 - Who am I?

MATHS	LITERACY
<p><b>Subitising</b> Subitise within 3, use their fingers to represent quantities. Identify sub-groups in larger arrangements.</p> <p><b>Cardinality, ordinality and counting</b> Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Develop 1:1 correspondence, including by coordinating movement and counting. Understanding that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting.</p> <p><b>Composition</b> See that all numbers can be made of 1s, compose their own collections within 4.</p>	<p><b>Little Wandle Phonics</b> Letter recognition of Phase 2 letters s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l Blending and segmenting words containing Phase 2 letters. Recognition of Phase 2 tricky words - is, I, the Daily reading 1-1 with an adult of a book matched to their phonic level.</p> <p><b>Power of Reading / Talk for Writing</b> Read and discuss the book 'Hello Friend!' by Rebecca Cobb. Read 'Goldilocks and the three bears.' Answer questions using colourful semantics. Create Talk4Writing story map with class.</p> <p><b>Name writing</b> Recognise their name, order letters in their name, trace their names and write their name, forming the letters correctly.</p>
COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<p>I can greet staff and pupils using names. I can engage in story time activities. I can engage in play alongside others (parallel play). I can wait for an activity, anticipate an activity and take turns with adult support. I can independently follow an instruction with 1 &amp; 2 key words. Use single words and brief, phrases to communicate with speech, signs or pictures.</p>	<p>Static tripod pencil grasp. Draws face with eyes, nose, ears, mouth on a face. Uses adaptive scissors or makes snips with regular scissors. Puts on shoes and socks. Puts on coat and takes off coat. Pedals tricycle successfully on smooth flat surfaces. Kicks ball with increasing accuracy toward a target. Catches a large sized ball with hands and body.</p>
P.S.E.D / LIFE SKILLS	UNDERSTANDING THE WORLD / EXPRESSIVE ART AND DESIGN
<p>I can say or sign please, thank you and sorry. I am able to communicate what I would like to eat. I can use a fork to eat my lunch and a knife to spread butter. With adult support, I can mix ready weighed ingredients. I can communicate food likes and dislikes. I can handle food items hygienically. I can start to think about the need for a variety of foods in a diet. I can ride my trike or scooter on 'the road' in the playground to keep everyone safe. I can describe feelings e.g. angry, identify things that make us happy and identify different ways of communicating different needs and needs to others. Talk about similarities between themselves and their friends.</p>	<p>Make connections between features of their family and others. Look at past and present in relation to 'self.' Look for things they observe in autumn. Use senses to observe changes. Be curious about things that change. Comment on changes. Look for similarities &amp; differences in their surroundings Paints with some wrist action, makes dots, lines, circular strokes. Able to explore applying colour with a range of tools. Can name most colours. Selects a range of colours with intent. Mixes colours and observes the new colours made. Recognise sounds in the environment. Loud and soft sounds. Take photos of their friends on the ipads. I will find out about different parts of the body.</p>

