

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

	Step one			Step two					
	Learning and Progression Examples	Key Learning	Learning and Progression Examples	Key Learning	Learning and Progression Examples	Key Learning	Key Learning		
Number - Counting	Distinguish between quantities, recognising when a group of objects is more than one	Show awareness of one-to-one correspondence through practical everyday experience	Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence	Rote count from 1 to 5	Know the number names in order and distinguish each one	Understand that each object in the set requires a different number name	Synchronise the counting sequence with touching each object (one number name per object)	Say one number for each item in order: 1, 2, 3, 4, 5	
	Join in with number rhymes	Know that some of the words in number rhymes are numbers	Take part in finger rhymes with numbers	Count the number of fingers on one hand	Know that each hand has 5 fingers	Count and show the correct number of fingers for numbers up to 5	Show 'finger numbers' up to 5	Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	
	There are no steps towards this expectation. Children need to be provided with situations in which finding a quantity or a meaningful task, eg. There are only six people allowed at the painting table, how many are there now? At this stage, the children are not expected to answer this question but recognise that counting can help us find the answer.		Understand that counting is to find out how many	Use one to one correspondence when counting	Count up to 5 objects emphasizing the last number said (If children understand this concept with numbers up to 5 they will be able to use it with greater numbers)			Recite numbers past 5	
	Join in with number rhymes	Know that some of the words in number rhymes are numbers	Recognise and say numbers of personal significance	Count in everyday contexts, sometimes skipping numbers - 1-2-3-4	Join in with rote counting from 1 to 5	Rote count from 1 to 5	Join in with rote counting back from 5 to 0	Rote count back from 5 to 0	Count reliably up to 5 in everyday contexts
	Rote count from 1 to 3	Show awareness of one-to-one correspondence through practical everyday experience		Count up to 3 items, moving or touching them, in everyday contexts	Count up to 5 objects, moving or touching them, emphasising the last number said	Count up to 5 pictures, touching or marking as they are counted	Count up to 5 actions	Fast recognition of up to 3 objects, without having to count them individually (subitising)	
	Know that number names when there is one item	Recognise when there is more than one item	Recognise when there are two items without counting	Recognise familiar arrangements for numbers up to 5 when on a dice or domino	Identify quantities of objects up to 5 when placed in a dice or domino arrangement	Identify quantities of objects from 1 to 3 when arranged randomly		Compare quantities using language: 'more than', 'fewer than'	
	Compare two groups of the same object by matching objects together	Use the word 'more' to indicate the greater amount	Identify when groups of the same object have the same amount after objects have been matched	Understand the last number said is the number in the set	Understand that objects can be counted in any order and the amount will be the same	Know that objects in a group can be rearranged without affecting the total		Use the word 'zero' to represent 'none'	
	Recognise that a group of items can be identified using a number name/word	Recognise where there are no items (in a group) and use the word 'none'		Join in with counting back rhymes using objects or fingers to represent how the numbers change	Know that when there are no objects this is represented by the word 'zero'				

	Step one			Step two			
	Learning and Progression Examples	Key Learning	Learning and Progression Examples	Key Learning	Learning and Progression Examples	Key Learning	Key Learning
Number Sense	Children should apply their knowledge of counting in real life problems in the environment, including in daily routine		Children should apply their knowledge of counting in real life problems in the environment, including in daily routines		Solve real world mathematical problems with numbers up to 5		
	Identify when groups of the same object have the same amount after objects have been matched		Recognise when groups of the same size have been made using different pairs of smaller groups, e.g. a tower of 5 made from a tower of 2 and a tower of 3, and a tower of 5 made from a tower of 4 and a tower of 1	Partition a set of objects into two smaller groups	Partition a set of objects in different ways	Know that numbers greater than 1 can be made in different ways	
Number Recognition	Know that numbers can be shown with symbols/numerals	Recognise numerals 1 and 2	Recognise numerals 0 and 3	Recognise numerals 0 to 5	Identify a given number from a selection within the range 0 to 5	Recognise numerals 6 to 10	Identify a given number from a selection within the range 0 to 10
	Rote count from 1 to 3	Show awareness of one-to-one correspondence through practical everyday experience		Count objects moving each as they are counted	Select the numeral to match amounts from 0 to 5 when in order	Select the numeral to match amounts from a selection within 0 to 5, e.g. 3, 2 and 5	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
Number Comparison	Knows that the marks they make are of value	Recognises that marks made by others have meaning	Makes marks for a purpose and can explain them	Represent a given amount up to 10 using objects	Represent a given amount up to 10 using own marks and symbols	Explain what their marks and symbols represent	Begin to represent amounts from 0 to 5 using numerals
	Reacts to significant changes in amounts (double the amount)	Identifies when a group has become more or less when items are added or removed	Uses the words more and less to describe the change to an amount	Count up to 5 objects, moving each as they are counted	Understand the concept of addition as combining sets of objects	Know that one more is found by adding one object to an existing group of objects	Recognise that one more is the next number in the counting sequence (when counting in ones)
Number - Calculating	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	Count up to 5 objects, moving each as they are counted	Understand the concept of subtraction as removing one amount from within another	Know that one fewer (one less) is found by removing (taking away one object from an existing group	Describe the number that is one fewer (one less) than one or zero and show this practically
	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	Reacts to changes of amount in a group up to three items	In real life contexts find one more than a given number	Combine two groups of objects (total within 5) counting how many are there	Understand the concept of addition by practically combining sets of objects to find how many
	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	Reacts to changes of amount in a group up to three items	In real life contexts find one fewer (less) than a given number	Remove a given amount from a greater set (the whole) counting to identify how many are left	Understand the concept of subtraction by practically removing one amount from within another to find how many are left

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	<i>In real life contexts add two single-digit numbers totalling within 10, using practical equipment</i>
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	<i>In real life contexts subtract a single-digit number from a number up to 10, using practical equipment</i>

Step one			Step two							
Learning and Progression Examples			Key Learning		Learning and Progression Examples			Key Learning		
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	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	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 cubes) using informal mathematical language 'sides', 'corners', 'straight', 'flat', 'round'.	
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	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	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		Discuss routes and locations, using words like 'in front of' and 'behind'	

Shows interest in patterned songs and rhymes, perhaps with repeated actions		Experiences patterned objects and images		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 'boldly', '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	
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		Continues a repeating ABAB pattern		Extend and create ABAB patterns - stick, leaf, stick, leaf	
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	
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', 'short'	
Shows an interest in size and weight		Explores differences in weight		Explores differences in weight		In meaningful contexts, finds the heavier or lighter of two items		Describe and compare weights using gesture and language - 'heavy'	
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		In meaningful contexts, finds the more/less full of two items		Use language of full and empty to describe the amount in different containers	
Know that items can be bought in shops and other places (online)		Shows an interest in shops and buying items		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	
Talk about where things we need can be obtained		Understand that we need to pay for goods		Understand that items can have different prices		Understand that items can have different prices		Talk about things they want to spend their money on	

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		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		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		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 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.