

Please note - This topic web is intended as a guide and may be subject to change in order to address the interests of the children as the Autumn term progresses.

Communication and Language

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Maths

- To begin to recite some names in sequence.
- To subitise numbers to 3 in different contexts and different arrangements.
- To use numbers and number names spontaneously in their play and talk about numbers that are significant to them such as their age or their house number.
- To understand and use some time related vocabulary such as soon, before or later in relation to every day events
 - Discussing the sequence of the timetable for the day every morning.
 - Sharing own news
 - Talking about stories
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- 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.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Personal Social and Emotional Development

- Select and use activities and resources, with help when needed.
- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Increasingly follow rules, understanding why they are important.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.

All the Colours of the Rainbow

Autumn 1 – 2021:
Foundation 1

Literacy

- To begin to enjoy listening and responding to an increasing range of books and repeating some words or phrases from familiar stories.
- Understand that print has meaning and name the different parts of a book
- Engage in extended conversations about stories, learning new vocabulary.
- To distinguish between the marks they make and to sometimes give meanings to the marks they make.
- Develop their phonological awareness, so that they can:
 - count or clap syllables in a word
- Engage in extended conversations about stories, learning new vocabulary.

Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to move and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Explore and talk about different forces they can feel.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Explore colour and colour-mixing.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.