

Autumn Term

Medium Term Learning Objectives

Area of Learning	Objectives
Prime areas	
Personal, social and emotional development	<p>To settle into their new environment and surroundings.</p> <p>To play cooperatively with others, learning to share and take turns.</p> <p>To show sensitivity to others needs and feelings.</p> <p>To begin to understand the rules of the setting and follow these.</p> <p>To be confident to try new activities and speak in a familiar group.</p> <p>To develop independence in self-care.</p>
Physical development	<p>To experiment with different ways of moving.</p> <p>To negotiate space successfully, being able to adjust speed and change direction to avoid obstacles.</p> <p>To be able to travel with confidence and skill around, under, over and through balancing equipment.</p> <p>To develop core strength and vestibular sense.</p> <p>To show a preference for a dominant hand, holding a pencil correctly.</p> <p>To develop scissor control and correct scissor grip.</p> <p>To be able to manipulate malleable material and small equipment with increasing skill and control.</p>
Communication and language	<p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To listen and respond to ideas expressed by others in conversation and discussion.</p> <p>To develop control and awareness of the listener when talking.</p> <p>To maintain increasing attention and concentration during whole class lessons.</p> <p>To develop an understanding of how to ask an appropriate question when responding to others'.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are about to happen.</p> <p>To use talk to work through their own thinking and ideas.</p>

Area of Learning	Objectives
Specific Areas	
Literacy	<p>To hear and say the initial sounds in words.</p> <p>To hear and say the initial, medial and end sounds in words.</p> <p>To orally blend 3 sounds together to say a word.</p> <p>To begin to be able to read words by phonetically sounding them out.</p> <p>To enjoy an increasing range of books.</p> <p>To listen attentively to stories and begin to respond with appropriate actions, comments or questions.</p> <p>To begin to form letters to represent meaning in writing.</p> <p>To be able to write own name independently.</p>
Mathematics	<p>To recognise the numbers 1 to 10 and then to 20.</p> <p>To be able to count up to 10 objects reliably.</p> <p>To be able to order the numbers 1 to 10 in and out of sequence.</p> <p>To be able to match a set of objects with the correct numeral and the correct numeral with a set of objects.</p> <p>To add one more to a group.</p> <p>To begin to understand addition as combining two groups.</p> <p>To be able to copy and continue a simple repeating pattern.</p> <p>To be able to talk about time and sequence events in the day.</p> <p>To be able to name 2D shapes on sight and talk about their properties.</p>
Understanding the world	<p>To talk about themselves and their family.</p> <p>To begin to learn about the cultures and beliefs of others.</p> <p>To use and control electronic equipment.</p> <p>To be able to use and complete a simple computer program.</p> <p>To look closely at similarities and differences.</p> <p>To be able to comment and ask questions about aspects of their familiar world.</p>
Expressive art and design	<p>To build a repertoire of songs and dances.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To begin to represent their own ideas through art, dance, music and role play.</p> <p>To be able to make consecutive marks and experiment with mark making in different forms.</p> <p>To experiment with and use different materials and techniques in 2D and 3D forms</p>

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