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| Maths | Reading | Writing |
| **Key language and ways to support:**  **Count, more, fewer, same, big, medium, small, square, circle, triangle, rectangle**   * Counting number words in order 0-20. * Practising accurate counting of objects eg counting 6 forks for dinner. * Comparing amounts e.g. sweets with a friend. * Comparing sizes of Autumn leaves. * Going on a shape hunt at home. | **Key language and ways to support:**  **Front cover, page, title, author, illustrator, repeating refrain, story**   * Visit the library to choose some books together. * Play name “snap” with family members’ names. * Go on a sounds walk and listen for different sounds. * Use robot talk e.g. b-a-g = bag * Tell a story using pictures | **Key language and ways to support:**  **Marks, meaning, big capital letter, little lower case letter**   * Explore marks using sand/mud/water * Explore different mark making tools e.g. pens, crayons, pencils, paint – tell me about your writing/ picture. * Practise name writing using one capital letter to begin then using lower case letters for the remaining letters as modelled above. |
| Communication and Language | Our values! How we are being  H E R O I C  This half-term we’re focusing on HAPPY  **You can:**   * Talk about what makes you happy. * Talk to the children about healthy choices when eating together. * Talk about how you keep safe at home and out and about. | Physical Development |
| **Key language and ways to support:**   * **“**Tell me about your day…” * What do you need? Encourage children to speak in full sentences e.g” I need to have my socks please.” * Model extensions of children’s sentences e.g. “Yes you need your socks *because* your feet will be cold.” * Retell familiar stories using the pictures and make up your own together with drawn pictures! | **Key language and ways to support:**  **Wash, clean, dirty, dry, germs, independent, try, safe, protect**   * Encourage greater independence with dressing – child has a go then work as a team talking through how to take off a jumper or put on a coat. * Wearing a helmet when riding bikes or scooters to protect heads. * Encourage careful handwashing and teeth brushing. A timer may help! |
| Understanding of the World | Personal, Social and Emotional Development | Expressive Arts and Design |
| **Key language and ways to support:**  **Family names, place names visited, features of different places e.g lots of houses, not many people, seasonal changes e.g. Autumn leaf colours, textures: crispy, slippery.**   * Talk about/ visit family who live near and far away. * Go on an Autumn walk to the park and find signs of Autumn. | **Key language and ways to support:**  **Confident, I can, I will try, I am learning, good choices**   * Encourage learning a new skill e.g. name writing. Model how learning something new can be fun but also tricky and it is ok not to get it right first time and that practise brings success. * Praise good choices at home, e.g. “Thank you for being such a great helper laying the table with me.” | **Key language and ways to support:**  **Music, dance, listen, sing, create …every child is an artist!**   * Find favourite music together and enjoy some great dance moves or singing new and famliar songs together. * Explore creativity, try a seasonl art image using Autumn leaves, pinecones or conkers. |

