

Understanding the world

Settling In

- I can name people who help me in school.
- I can explore different areas of my classroom and outdoor area and I can start to follow our classroom routines.
- I can do some things by myself, like tidying up or putting on my coat.
- I can be a good friend by sharing and taking turns.

Types of Weather

- I can talk about different kinds of weather.
- I can look outside and say what the weather is like today.
- I can help to make a weather chart for our class.

What Are Seasons?

- I can name the four seasons.
- I can say something that happens in each season.
- I can talk about which season we are in now.

Autumn Changes

- I can look for signs of autumn outside.
- I can see that leaves change colour and fall from the trees.
- I can talk about the weather getting cooler in autumn.
- I can say what some animals do to get ready for winter.
- **Hibernation**
- I can say the names of animals that hibernate.
- I can talk about why animals hibernate.

PSHE

Jigsaw – Being me in the world

- To know special things about themselves
- To know that some people are different from themselves
- To know how happiness and sadness can be expressed
- To know that hands can be used kindly and unkindly
- To know that being kind is good
- To know they have a right to learn and play, safely and happily

Expressive arts and design

- I can draw and paint a picture of myself. (*Self-portraits*)
- I can create a picture to show the people in my family. (*Family tree*)
- I can use colours and materials to show different kinds of weather. (*Weather activity*)
- I can listen to music about the seasons and move or make sounds to match it. (*Vivaldi – Seasons music*)
- I can use natural objects like leaves to make a picture. (*Leaf Man*)
- I can use different materials to build something for an animal. (*Hedgehog houses*)

PE

Hit, Run, Catch

- I can try different bats and say which one I like best.
- I am learning to kick a ball in different ways to score points.
- I can throw a ball underarm by pointing my hand and standing the right way.
- I can help my team by spreading out and watching the game carefully.

Maths

Match, sort and compare

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts

Talk about measure and pattern

- Compare size
- Compare mass
- Compare capacity
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns

Chestnut Class

Reception – Autumn 1

Enrichment opportunities

- Show and tell – all about me
- Harvest Festival rehearsal and performance
- Seasonal walk
- Voting for school council

English

Reading Progression

- Develop listening and attention through shared stories, songs, and rhymes
- Begin understanding that print carries meaning and directionality (left to right, top to bottom)
- Recognise and name some initial letter sounds (Phase 2, Set 1)

Phonics (Little Wandle)

- Introduce Phase 2 phonemes (s, a, t, p, i, n, m, d, g, o, c, k)
- Begin oral blending and segmenting using sound talk (e.g. "c-a-t = cat")
- Recognise taught graphemes and say the corresponding phoneme

Writing Progression (The Write Stuff)

- Engage in mark-making with meaning (drawing, labels, pretend writing)
- Begin to orally compose simple ideas with adult modelling
- Join in with vocabulary-rich story talk using *Fantastics* lenses like "noticing" and "action"
- Explore pre-writing patterns and develop pencil grip and control
- Begin forming some recognisable letters, particularly from their name

Computing – Technology around us

- I can identify technology I use at home and at school.
- I can explain how technology helps me in everyday life.
- I can name the main parts of a computer (monitor, keyboard, mouse, CPU).
- I can explain what each part of a computer does.
- I can use a keyboard to type letters and words.
- I can type my name and simple words.
- I can move the mouse to control the pointer.
- I can click, drag, and select items on the screen.
- I can tell a trusted adult if I see something online that worries me.
- I can explain who to ask for help if I feel uncomfortable online.
- I know how to use technology safely and responsibly.

Geography – What is the geography of where I live?

- I can identify and describe human features in my local area (e.g., houses, roads, shops).
- I can identify and describe physical features in my local area (e.g., rivers, hills, fields).
- I can locate Surlingham on a map.
- I can find Surlingham in Norfolk, in England, and in the United Kingdom.
- I can use Google Earth and online maps to explore my local area.
- I can identify human and physical features using online maps.
- I can read and interpret simple maps using symbols.
- I can sort different land uses into categories such as housing, farming, leisure, and transport.
- Through fieldwork observe and record significant examples of physical and human geographical features of the local area
- Use interactive online mapping to plot, describe and explain a geographical walk around the local area
- Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use

Music – Hey You!

To be able to listen to a range of songs and state what you like about it, what instruments are used and what style of music it is.

- Songs include - Fresh Prince of Bel Air by Will Smith, Rapper's Delight by The Sugarhill Gang and U Can't Touch This by MC Hammer

To perform and share 'Hey You!' to an audience

RE – Christianity

Enquiry: What do Christians believe about God?

Theme: Creation, God the Father as an introduction to the Trinity.

- I can retell the Christian Creation story
- I can tell you how Christians think God wants them to behave (towards the world and towards others)
- I can remember some Christian beliefs about God and talk about them

Chestnut Class

KS1 – Autumn 1

PSHE Being me in my world

- I know how to use my Jigsaw Journal
- I understand the rights and responsibilities as a member of my class
- I understand the rights and responsibilities for being a member of my class
- I know my views are valued and can contribute to the Learning Charter
- I can recognise the choices I make and understand the consequences
- I understand my rights and responsibilities within our Learning Charter

PE Hit, Run, Catch

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Art – Van Gogh

- I can recognise and describe Van Gogh's style and techniques.
- I can notice how different colours can show different moods.
- I can identify warm and cool colours in artworks.
- I can experiment with warm and cool colours to show a mood.
- I can use short, thick, expressive brushstrokes to create texture.
- I can layer colours and marks to make my artwork look deeper and show movement.
- I can create my own artwork inspired by Van Gogh's style.
- I can talk about my own work using art words.
- I can explain the choices I made in my artwork.
- I can think about what went well in my work and what I could improve next time.

Chestnut Class KS1 – Autumn 1 cont.

English – We are first focusing on:

- I can start my sentence with a capital letter.
- I can use a subject (who or what the sentence is about).
- I can use a verb (what the subject is doing).
- I can put a full stop at the end of my sentence.
- I can check my sentence to make sure it makes sense when I read it back.

Then we are looking at the information text: 'Seasons' where the children will complete a piece of independent writing.

SPaG

- I can use 'and' to join words together.
- I can find and name nouns (naming words).
- I can find and name verbs (doing words).
- I can find and name adjectives (describing words).
- I can recognise a simple clause (a part of a sentence that makes sense).
- I can use 'and' to join two clauses.
- I can write sentences that are clear and fluent.

Mathematics Year 1 and 2

Place value (within 20)

- Count on and back within 20
- Understand 10-20
- One more/one less
- Number lines
- Estimate on number lines
- Less than, greater than and equal to
- Compare numbers
- Order numbers

Addition and subtraction (within 20)

- Part and wholes
- Systematic number bonds within 10
- Number bonds to 10 and 20
- Addition – add together and add more
- Doubles
- Near doubles
- Add three 1 digit numbers
- Find a part
- Fact families
- Take away
- Find the difference
- Missing number problems

Reading

Little Wandle Progression

Children read decodable books matched to their secure phonics knowledge.

Three reading practice sessions each week focus on:

- Decoding (sounding out and blending to read words)
- Prosody (reading with expression and understanding meaning)
- Comprehension (answering questions and discussing the text)

Books are then sent home to build fluency and confidence through re-reading. Children also enjoy sharing books to develop language, story-telling, and a love of reading.

Mastering number

Year 1 Focus:

- Develop confidence with subitising (recognising numbers without counting).
- Explore composition of numbers within 5.
- Begin to compare quantities using language such as more, fewer, equal.
- Develop fluency with addition and subtraction facts within 5.

Year 2 Focus:

- Secure fluency with numbers within 10 (recall of number bonds to 10).
- Develop quick recall of addition and subtraction facts within 20.
- Compare and order numbers using vocabulary: greater than, less than, equal to.

Science Seasons

- I can look at the weather each day and record what I see.
- I can talk about different types of weather.
- I can name the four seasons.
- I can describe what I see in autumn, winter, spring, and summer.
- I can talk about how trees, plants, and animals change in each season.
- I can spot signs of the season around me (like leaves changing colour or flowers growing).
- I can notice that in winter the nights are longer and the days are shorter.
- I can notice that in summer the days are longer and the nights are shorter.