



Autumn 1 – Percy the Park Keeper

This term our learning is going to be based on Percy the Park Keeper.

•**Knowledge:** Plants and animals in a woodland; what animals need to survive; names of some trees; how woodlands change throughout the seasons.

•**Skills:** simple map drawing; large and small-scale building skills; tree/ plant identification; identifying animal footprints; animal identification, caring for animals

•**Understanding:** how to care for animals; what animals need

Expressive arts and design (EAD)

- Joins in singing songs
- Shows interest in the way sound makers and instruments sound and experiments ways of playing them (e.g. loud, quiet, fast, slow)
- Explores playing with colours in a variety of ways
- Uses 3D and 2D structures to express ideas

Maths

- Beginning to compare and recognise changes in things, using words like more, lots and same
- Beginning to count objects, sounds and actions in their play
- Takes or gives 2 or 3 objects from a larger group
- Beginning to sort objects to one attribute (e.g. colour, size)
- Extend and create ABAB patterns (stick, leaf, stick, leaf)
- Understands how different shapes fit together
- Will notice who has more or less
- Begin to touch count to 10 and recognise some numbers

Physical Development (PD)

- Reliably dry throughout the day
- Can dress themselves with some support
- Gives new challenges a go and is aware of their own safety
- Uses resources with some control e.g. can pour from a jug into a cup
- Develop the use of pincer grips to pick up and use objects
- Develop the foundations of beginning to form letters correctly

How you can help your child

- Practice sounds
- Reading 3 times a week
- Encourage correct pencil grip
- Name writing
- Counting and number recognition
- Practice getting changed independently

If you have any questions, please ask

Understanding the world

- Has a sense of own family and pets
- In pretend play, imitates everyday actions from own family
- Have their own friends
- Notices detailed features of objects in their environment
- Can talk about things they have observed
- Explores water using tools to transport it

Communication and Language

- Talks about what they are doing and what they remember
- Starts conversations with familiar adults and peers
- Listens when they are in a group
- Uses sentences of 4-6 words
- Use sentence joined up with words like 'because', 'or', 'and'
- Uses future and past tense
- Answers simple why questions
- Engages during story time

Literacy

- Read single letter sounds.
- Identify key features of books
- Can recognise own name and other familiar words
- Listen to a wide range of books
- Talks about key events in stories
- Respond to who what where and when questions
- Makes links between books and own experiences
- Understand that marks convey meaning
- Give meaning to what they make
- Write own name correctly and begin to use in writing

Personal, Social and Emotional Development

- Plays alongside others, sharing what they are using with help and understanding 'yours' and 'mine'
- Shares imaginative play ideas with others
- Negotiates solutions to conflicts in their play
- Confident to have a go and try new things
- Settles to some activities for a while