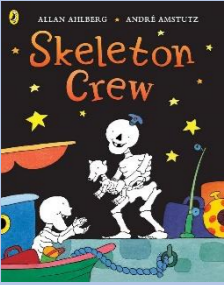
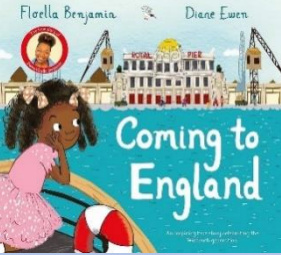
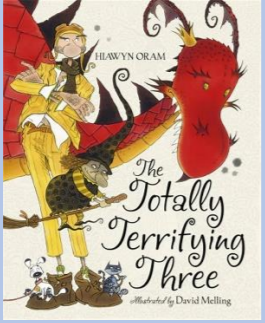
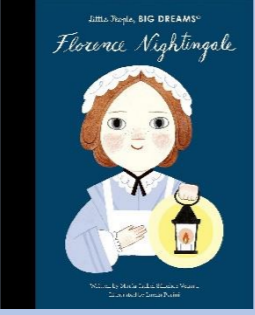



Base 2 Autumn

Key Knowledge	Future Learning Links
<ul style="list-style-type: none"> ✓ Know, repeat and use actions, words or phrases from key texts. ✓ Know vocabulary from key texts and use in play and free speech ✓ Know key facts about Christmas ✓ Recognise and name some secondary colours ✓ Know that mixing two primary colours together makes a secondary colour ✓ Know that there are different types of weather and what typical Autumn weather is like ✓ Know that people have different jobs and be able to name some 	<ul style="list-style-type: none"> ✓ Links to the Victorians topic in Base 3 ✓ RE links to Christianity throughout Base 2 and Base 3 ✓ PSHE links to medicines safety

Key Texts				Writing	Mathematics
 			 	<p>Pupil can write own name and other words from memory.</p> <p>Pupil uses appropriate upper and lower case letters when writing their name.</p> <p>Pupil can compose a simple sentence orally.</p> <p>Pupil can relate what own writing 'says'.</p> <p>Pupil can use some appropriate vocabulary when composing sentences.</p> <p>Pupil is able to orally segment words.</p> <p>Pupil uses phonic knowledge to attempt to write simple CVC words.</p> <p>Emergent/unaided writing may illustrate the ability to orally segment words.</p> <p>Pupil can retell events in sequence, e.g. recounting trip to the seaside using photographs as support.</p> <p>Pupil is able to form recognisable letters, some of which are correctly formed.</p> <p>Pupil can compose a short sentence (with support from an adult) and communicate it orally, or using the pupil's usual method of communication.</p> <p>Pupil can use finger spaces between words with support from an adult (e.g. reminding the pupil to do this).</p>	<p>Pupil can rote count to beyond ten, e.g. 11, 12.</p> <p>Pupil can use the vocabulary of first, second, third and last when describing the position of people or objects or the order of events</p> <p>Pupil can count up to ten objects reliably when randomly placed on the table, e.g. pupil orders objects to count.</p> <p>Pupil can recognise numerals 1 to 9 when represented in order and randomly.</p> <p>Pupil can estimate a small number, e.g. 1, 2 or 3 and check by counting.</p> <p>Pupil can continue the rote count onwards from a given small number.</p> <p>Pupil can use ordinal numbers (1st, 2nd or 3rd) when describing the position of objects, people or events.</p> <p>Pupil can in practical situations add one to and take one away from a number of objects (up to 10) then say or sign how many there are now.</p> <p>Pupil can recognise numerals 1 to 9 and relate each numeral to the correct quantity, understanding that numeral always represents that quantity.</p> <p>Pupil can compare two given numbers of objects saying which is more and which is less.</p> <p>Pupil compares two objects directly side by side using a common baseline and indicates which is 'longer' or 'taller'.</p> <p>Pupil responds to mathematical vocabulary, such as 'straight', 'circle', 'larger', to describe the shape and size of shapes, e.g. identifies the circles or triangles from a collection of mixed shapes. Identifies larger circle from a choice of two circles.</p> <p>Pupil identifies specific shapes from pictures, simple models or patterns and can identify some of the shapes used within the whole, e.g. circles.</p> <p>Pupil recognises structure in their day through ordering significant events, e.g. First: dinnertime; then: play-time or leisure; next: swimming; finish: home-time.</p> <p>Pupil begins to use 'o'clock'.</p> <p>Pupil begins to understand and use in practical contexts names of days of the week, e.g. 'today', swimming on Tuesday; lie-in on Sunday; football on Saturday.</p>
<p>Skeleton Dark Frighten Creepy Gloomy Bones Graveyard Spooky Rattle Moonlight Night Hoot Owl Bark Dog Cat Chase</p> <hr/> <p>Trinidad Respect Travel Journey Queen Boat Distance Length</p>	<p>Dragon Witch Giant Fire-breathing Stumpy Grumpy Stubby Terrifying Sharp suit Mirror Neighbors Journey Scary Toddler Eccentric Trio Discussion View Perception Self-discovery</p>	<p>Florence Nightingale Wealthy British Education Fascinated Hospital Extraordinary Nurse Comfortable Woman Committed Discovery War Army Injured Urgent Hesitation Volunteer Brave Patience Condition Ill Rewarded Respected Honour</p>	<p>Nativity Jesus Mary Joseph Bethlehem Manger Shepherds Angels Star Wise Men Gifts Gold Frankincense Myrrh Stable Inn</p> <hr/> <p>Elf Santa Sleigh Christmas Penguin Snow Holiday Presents Reindeer Decorations</p>	<p style="text-align: center;">Communication and Language</p> <p>Pupil uses an expanding range of preposition vocabulary e.g. <i>in front, behind, next to</i></p> <p>Pupil expresses early quantity concepts e.g. <i>lots</i></p> <p>Pupil is beginning to expand the range of emotion vocabulary e.g. <i>angry, scared, worried</i></p> <p>Pupil uses early maths concept language e.g. <i>long, short, many, few</i></p> <p>Pupil uses early sequential vocabulary e.g. <i>I want to be first</i></p> <p>Pupil can practically sort familiar objects into simple and familiar categories using appropriate vocabulary e.g. <i>Animals or food</i></p> <p>Pupil uses regular superlative endings and may generalise these for irregular superlatives e.g. <i>biggest, loudest, baddest, bestest,</i></p> <p>Pupil is starting to use personal possessive pronouns more accurately e.g. <i>his/hers/their</i></p> <p>Pupil engages in conversation within a group</p> <p>Pupil requires adult support and modelling to resolve conflict</p> <p>Pupil recognises the need for help and asks for this appropriately, E.g. <i>asks for help to fasten coat.</i></p> <p>Pupil begins to negotiate with others in a variety of situations.</p> <p>Pupil initiates conversations and attends to what others say with both peers and adults.</p> <p>Pupil is beginning to be aware of voice and modifies volume of voice appropriately to the context – with adult support</p> <p>Pupil shows an awareness of pitch, although this might not always be appropriate e.g. <i>silly squeaky voice</i></p>	<p style="text-align: center;">Reading</p> <p>Pupil understands that words, signs, symbols and pictures convey meaning, e.g. <i>points to and reads labels in classroom.</i></p> <p>Pupil recognises a range of grapheme/phoneme correspondences.</p> <p>Pupil associates sounds with patterns in rhymes and syllables, e.g. <i>identifies odd one out in 'cat, rat, fat, dog.'</i></p> <p>Pupil blends and reads a greater number of CV and CVC words, sometimes in simple sentences.</p> <p>Pupil enjoys and participates in story retelling, poems, rhymes and singing games.</p> <p>Pupil retells narrative in the correct sequence, drawing on the language patterns of stories, e.g. <i>trip trap trip trap over the bridge he went.</i></p> <p>Pupil interprets the meaning of pictures and can deduce a storyline from illustrations.</p> <p>Pupil makes predictions based on illustration, story content and title, e.g. using picture and title on front cover to predict that a book will be about trains.</p> <p>Pupil associates books and reading with pleasure and interest and sometimes browses independently.</p> <p>Pupil responds to stories or poems, with relevant comments, questions or actions, e.g. ordering events in a text using pictures/selecting objects to represent the beginning, middle end.</p> <p>Pupil distinguishes between words and letters.</p>

Scary Shy Embarrassing Unkind Uncomfortable Belonging			Tree Stocking North Pole Toys Jingle Mistletoe Chimney Cookies Lights Merry	<p>Pupil may express control of extreme emotion e.g. <i>anger, excitement through facial expression and body language whilst moderating behaviour.</i> e.g. <i>stopping shouting but sitting with an angry face</i></p> <p>Pupil recognises and responds to the order within a group when taking turns with minimal prompts.</p> <p>Pupil can sustain attention more consistently in familiar situations e.g. with familiar adults or locations by looking at the person talking and demonstrating appropriate responses</p> <p>Pupil is able to sit quietly during an appropriate activity such as story time/whole class input (e.g. for 5-10 minutes)</p> <p>Pupil can listen and effortlessly shift attention from an activity to a familiar adult following a verbal/sound prompt e.g. whilst focusing on a task, pupil can shift attention to an adult asking a question and then go back to the task</p> <p>Early abstract conceptual development – Pupil understands basic temporal adverbs e.g. before, after, next, finally, today</p> <p>Pupil can transfer the concept of 'more' meaning extra to 'more' mathematically e.g. one more than...</p> <p>Pupil follows a range of instructions combining 3 elements within a whole class structure, e.g. 'Get an apron, a brush and mix the paint.'</p> <p>Pupil can understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts within a structured teaching activity 1-1 or paired</p> <p>Pupil can respond appropriately to questions about when?, e.g. When do you eat breakfast? When do you brush your teeth? (experiences and simple times of day)</p> <p>Pupil can sort objects and pictures into given sub-categories e.g. sorting transport pictures into land, sea and sky</p> <p>Pupil listens to stories attentively for longer periods of time and can demonstrate understanding during role play which he/she takes part in with confidence.</p> <p>Pupil continues to engage with and participate in familiar stories, rhymes and songs, changing elements e.g. Twinkle twinkle little star, Batman has a purple car</p> <p>Pupil can hear and identify alliteration</p> <p>Pupil begins to tap out words according to the number of syllables following an adult model</p>	<p>Pupil begins to make 1:1 correspondence.</p> <p>Pupil shows understanding of how information texts can be used to answer questions.</p>
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Key Learning Opportunities – wider curriculum

Science	Geography	History	RE	Art	DT	PSHE	PE	Computing	Music
<u>Autumn 1 – Animals including humans</u> I know that humans are animals. I can identify a bird, fish or mammal. <u>Autumn 2 – Everyday materials</u> I can sort hard and soft materials. I can sort smooth and rough materials.	<u>Autumn 1 – Victorian Seaside, locational knowledge</u> I know that the seaside is near the sea. I can tell you some features of the seaside (e.g. the beach, rocks, lighthouses).	<u>Autumn 2 – Significant event and person: Florence Nightingale</u> I know that Florence Nightingale is a nurse. I know that Florence Nightingale helped make hospitals cleaner.	<u>Autumn 1 – Christianity creation story</u> I know that Christians believe that God created the world. I know that Christians believe God took 7 days to create the world. <u>Autumn 2 – Christianity Christmas</u> I know that Mary and Joseph went to Bethlehem to have a baby. I know that Jesus was born in Bethlehem.	<u>Autumn 1 – Shade, tone and natural materials</u> I can use a pencil to shade. I can use natural materials within my art work.	<u>Autumn 2 – Structures, building houses</u> I can choose materials that are appropriate to build a house from.	<u>Autumn 1 – Being me in my world</u> I can tell you two ways that I can be safe. I can tell you one way that I am special. <u>Autumn 2 – Celebrating difference</u> I can tell you one way that I am similar to my friend. I can tell you one way that I am different to my friend.	<u>Fizzy Programme</u>	<u>Purple Mash - Mini Mash</u>	<u>Launchpad for Literacy</u>