

Communication and Language		PSED			Physical Development		Maths		
Listening and Understanding	Speaking	Self-regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Number (Mastering Number)		
Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books.	Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly.	Manage their own needs. Understand the reasons for healthy food choices.	Can identify kindness. Seek others to share activities and experiences.	Demonstrate good posture at table activities. Run with more fluency, avoiding obstacles. Explore and develop confidence in ways of moving. Independently use climbing equipment. Throw balls/beanbags in the direction of a peer or target. To attempt to catch and throw a ball to another person.	Use a knife and fork to cut soft foods. Form all letters of the window cleaner family and fisher family letters correctly. Use a tripod grip	<p><b>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>focus on equal and unequal groups when comparing numbers</li> <li>understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>sort odd and even numbers according to their 'shape'</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>		
Literacy									
Phonics		Comprehension		Writing					
Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the RWInc phonic programme.  <b>RWInc</b> <b>Blend sounds to read words</b> <b>Read short ditty stories</b> <b>Read Set 1 Special Friends</b>	Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them.	Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Children drawing response to the story including more details. Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to support.</p>	<p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>					
Understanding the World					Expressive Arts and Design				
Past and Present		People Culture and Communities		The Natural World		3D art skills – explore colour mixing, contrasting colours, shapes into 3D art		<b>Length, weight and time</b>	<b>Mass and capacity</b>
<p><b>Chronology:</b> Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p> <p><b>Chronology:</b> Talk about and understand changes in their own lifetime, by creating a personal timeline. Use the language of time when talking about past/present events in their own lives and in the lives of others</p> <p><b>Artefacts and Sources:</b> Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Ask questions, use different sources to find answers including books.</p> <p><b>Historical significance:</b> Children organise events and artefacts from before and after they were born</p>		<p><b>Community:</b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Cartography:</b> Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> <p><b>Fieldwork:</b> Become familiar with the local environment through seasonal walks Comment and ask questions about the outside environment. E.g., weather, hill, house, farm,</p>		<p>Observe and interact with natural processes such as ice melting, magnets attracting objects, boats floating on the water. Identify plants in the natural world around us in winter. Observe how animals' behaviour changes with the season. Observe and recognise signs of winter. Identify things in the environment that are natural and man-made</p>		<p><b>Artist Study</b> – Alexander Calder – mobile art</p> <p><b>Charanga Songs:</b> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p> <p><b>Music Study:</b> Vivaldi Four Seasons</p>		<p>compare length and length</p> <p>can talk about time</p> <p>can order and sequence time</p>	<p>can compare mass</p> <p>can balance mass</p> <p>can compare capacity</p>
<p><b>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</b></p>									





'Be courageous, be strong, do everything in love'  
1 Corinthians 16 v13-14