

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 and respond with relevant questions, comments, or actions.	Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.	Able to identify and moderate own feelings. See themselves as a unique and valued individual	Can seek out a challenge and enjoy the process.	Show sensitivity to others' needs and feelings.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Form all letters of the abracadabra letter family correctly Use a variety of small tools with control	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek 	
Literacy								
Phonics	Comprehension		Writing					
<p>Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p> <p>RWinc Read green or purple story books</p> <p>Read Set 2 sounds</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p>	<p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>	<p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Child confident to write a simple short story. May still need a phonics mat to support.</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>				
Understanding the World				Expressive Arts and Design				
Past and Present	People Culture and Communities		The Natural World	Printing Skills – Exploring printing with different objects, printing patterns			Visualise, build and map	
<p>Chronology: Order experiences in relation to themselves and others, including stories.</p>	<p>Community: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>	<p>Cartography Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map –</p> <p>Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>	<p>Observe and recognise signs of summer.</p> <p>Closely observe and draw plants and animals in the natural world</p>	<p>Artist Study – Matisse (The Snail) Crafts people – Indian printing blocks & Printed fabric</p> <p>Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Music Study: Indian drumming music & dance</p>			<p>Identify repeated patterns Create on patterns and explain the pattern rules. spatial reasoning describe positions able to give instructions to build Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>	

