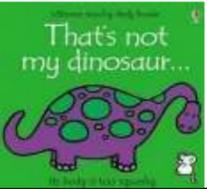


<p style="text-align: center;"><b>Personal Social and Emotional Development</b></p> <p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>Set own goals and show resilience and perseverance in the face of challenge</li> <li>Identify and moderate own feelings socially and emotionally</li> <li>Think about the perspectives of others</li> </ul> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs</li> <li>Know and talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> sensible amounts of 'screen time' <input type="checkbox"/> having a good sleep routine <input type="checkbox"/> being a safe pedestrian</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>See self as a valuable individual</li> <li>Build constructive and respectful relationships</li> </ul>	<p style="text-align: center;"><b>Communication and Language</b></p> <p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Listen carefully to and learn rhymes, poems and songs</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Continue to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary</li> <li>Begin to understand humour <i>e.g. nonsense rhymes / jokes</i></li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary in different contexts</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Articulate their ideas &amp; thoughts in well-formed sentence</li> <li>Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</li> <li>Develop and use social phrases with confidence</li> </ul>	<p style="text-align: center;"><b>Physical Development</b></p> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Develop overall body-strength.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>Further develop and refine a range of ball skills including: <i>batting and aiming</i></li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Continue to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> <li>Effective pencil grip</li> <li>Correct letter formation (see Writing)</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Literacy</b></p> <p><b>Reading: Comprehension/ Word Reading</b></p> <ul style="list-style-type: none"> <li>Begin to use and understand <b>some</b> recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> <ul style="list-style-type: none"> <li>Talk about likes and dislikes of texts, rhymes and poems</li> <li>Choose a book and begin to explain why ...<i>because</i></li> </ul> </li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>Continue to develop P1 phonological awareness, focusing on <ul style="list-style-type: none"> <li>Oral blending and segmenting ▪ Say the sound for: <ul style="list-style-type: none"> <li>Consonant digraphs <input type="checkbox"/> sh <input type="checkbox"/> ch <input type="checkbox"/> th, <input type="checkbox"/> ng ...<i>digraph</i></li> </ul> </li> </ul> </li> <li>Begin to read words consistent with their phonic knowledge <ul style="list-style-type: none"> <li>Mid P3 <input type="checkbox"/> CVC words</li> </ul> </li> <li>Read some common exception words matched to the school's phonic programme. <ul style="list-style-type: none"> <li>Read simple phrases / sentences, apply P2-3, i.e. sets 1-7 + consonant digraphs</li> </ul> </li> <li>Read guided reading books aligned to phonic knowledge</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Form most lower-case and capital letter correctly</li> <li>Write captions/phrases and <b>begin to</b> write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i> <ul style="list-style-type: none"> <li>Include word spacing</li> <li>Orally rehearse caption of sentence before writing</li> </ul> </li> <li>Re-read what they have written to make sure it makes sense</li> </ul> <p>Continue to write a variety of <input type="checkbox"/> fiction and non-fiction sentences / captions</p>
<h1>Long, long ago...</h1> <p>Themes – Dinosaurs, Knights and Castles</p> 			
<p style="text-align: center;"><b>RE</b></p> <p>What is special about the world and how can we look after it?</p> <p>Discuss how we look after different aspects of our world e.g. environment, animals</p> <p>Discuss the changing seasons and how we help our world/animals during the different seasons</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>Heavy, light, heaviest, lightest, long, short, longest, shortest, full, empty, half full, tall, tallest, texture words rough smooth etc. volcanoes, lava, dinosaur names and types</p>	<p style="text-align: center;"><b>Books</b></p> <p>That's not my dinosaur</p> <p>Non fiction texts</p>	<p style="text-align: center;"><b>Mathematics</b></p> <p><b>Numerical pattern/number</b></p> <ul style="list-style-type: none"> <li>Recite numbers:- <ul style="list-style-type: none"> <li>begin to recite backwards from 15</li> <li>Break counting chain (not always starting from 1 forwards or 10 backwards)</li> <li>begin to talk about position up to 10</li> </ul> </li> <li>Count objects in an irregular arrangement</li> <li>Link the number symbol (numeral) with its cardinal number value to 10</li> <li>Compare quantities up to 10</li> <li>Begin to explore the composition of numbers to 10</li> <li>Recall number bonds to 5 <ul style="list-style-type: none"> <li>Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... <i>altogether, more/now</i></li> <li>Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... <i>left</i></li> </ul> </li> <li>Begin to share, double and half up to 10 objects</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Begin to compose and decompose shapes within practical activities</li> <li>Compare length, height, weight and capacity <ul style="list-style-type: none"> <li>Order 2-3 items by capacity and height</li> </ul> </li> <li>Begin to order and sequence familiar events <ul style="list-style-type: none"> <li>Become familiar with a clock face and hands</li> <li>Measure short periods of time</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Explore and use a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Develop storylines in their pretend play.</li> </ul>		<p style="text-align: center;"><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past</li> </ul> <p><b>People, cultures and communities</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Recognise some similarities and differences between life in this country and other countries</li> </ul> <p><b>Natural world</b></p> <ul style="list-style-type: none"> <li>Continue to explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p>* Continue to develop interest in linked: <input type="checkbox"/> texts across themes, fiction and non-fiction <input type="checkbox"/> sources of technological information</p>	