

<p><b>Personal Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs.</li> <li><b>Continue to</b> see self as a valuable individual</li> </ul>	<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li><b>Begin to</b> show accuracy and care when drawing.</li> </ul>	<p><b>Literacy</b></p> <p><b>Reading: Comprehension / Word Reading</b></p> <ul style="list-style-type: none"> <li><i>Continue to develop P1 phonological awareness</i> <ul style="list-style-type: none"> <li>Oral blending and segmenting</li> </ul> </li> <li>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i></li> <li>Anticipate-where appropriate-key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <ul style="list-style-type: none"> <li><b>Begin to</b> notice some relationships between one text and another</li> <li><b>Begin to</b> comment on perceived links with own life experience or other experiences, e.g. <i>films, books</i></li> </ul> </li> <li>Say the sound for each letter of the alphabet</li> <li>Read words consistent with their phonic knowledge by soundblending</li> <li>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band – instructional level</i>) <ul style="list-style-type: none"> <li><i>you, they, all, are, my, her (plus see Autumn/Spring words)</i></li> </ul> </li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters (lower case and capital) most of which are formed correctly</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> <li>CVC words</li> </ul> </li> <li>Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> <li>Including: <input type="checkbox"/> oral rehearsal of sentence before writing <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter</li> </ul> </li> <li>Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: <ul style="list-style-type: none"> <li>2-3 part story (e.g. <i>using story map/planner</i>)</li> </ul> </li> </ul>
 <h1>Once upon a time...</h1> <p>Themes – Hansel &amp; Gretel, Jack &amp; the Beanstalk, Little Red Riding Hood, Three Little Pigs</p>			
<p><b>RE</b></p> <p><b>Which stories are special to me and why?</b></p> <p>talk about our favourite stories</p> <p>sharing and discussing bible stories</p>	<p><b>Vocabulary</b></p> <p>Repeated story phrases, growing, mother and baby farm animals, growing, planting</p>	<p><b>Books</b></p> <p>Hansel &amp; Gretel, Jack &amp; the Beanstalk, Little Red Riding Hood, Three Little Pigs</p>	<p><b>Mathematics</b></p> <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Compose and decompose shapes within practical activities</li> <li>Compare length, height, weight and capacity</li> <li>Measure and compare short periods of time</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used <ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> </li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>Sing a range of well-known nursery rhymes and songs;</li> </ul>		<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul> <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>Continue to develop interest in linked:</b> <input type="checkbox"/> texts across themes, fiction and non-fiction <input type="checkbox"/> sources of technological information</p> <p>-</p>	