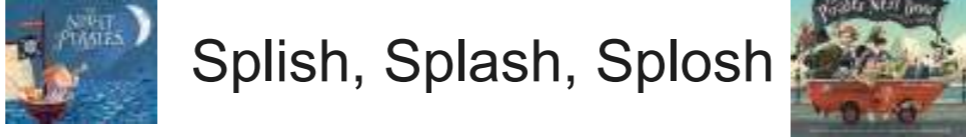


<p>Personal Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 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. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. Continue to see self as a valuable individual 	<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily <i>e.g. nonsense rhymes/jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. 	<p>Literacy</p> <p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> Say the sound for each letter of the alphabet and for at least 10 digraphs <ul style="list-style-type: none"> Secure P3...<i>trigraph</i> Read words consistent with their phonic knowledge by soundblending 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"> <i>you, they, all, are, my, her (plus see Autumn/Spring words)</i> <p>Writing:</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> CVC words Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> 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 Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: <ul style="list-style-type: none"> Instructions Fact cards (<i>e.g. using a 'spidergram' to collate information</i>)
 <h1 style="font-size: 2em;">Splish, Splash, Splosh</h1> <p>Themes – Pirates, Under the Sea, Seaside</p>			
<p>RE</p> <p>Where do I belong? (linked to transition)</p>	<p>Vocabulary</p> <p>Beach, waves, sand, sea, ocean, under the sea animals</p>	<p>Books</p> <p>The Night Pirates</p> <p>The Pirates Next Door</p>	<p>Mathematics</p> <p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Continue, copy and create more complex repeating patterns Compare length, height, weight and capacity Measure and compare short periods of time
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 		<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture & Communities</p> <ul style="list-style-type: none"> 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 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <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>	