

COMMUNICATION & LANGUAGE

- Continue to learn and use new vocabulary
- Listen to non-fiction books, developing knowledge through listening to these types of books
- Understand "why" questions and respond to them appropriately
- Explain why things happen and use new vocabulary during these discussions
- Use talk to resolve my problems
- Articulate ideas and thoughts through well-articulated sentences
- Use connectives in my speech

LITERACY

Reading:

- Recognise 100% of Phase 2 GPCs and tricky words
- Recognise 90% of Phase 3 GPCs and tricky words
- Read simple phrases and sentences in books with some fluency
- Reread books to develop confidence in reading and fluency
- Answer more in-depth questions showing a good understanding of the text
- Make rational anticipations of key events in a story through inferences
- Make simple predictions from the story based on the story, previously read stories and own life experiences
- Be confident in the different between fiction and non-fiction texts

Writing:

- Form all lower and capital letters correctly
- Spell words accurately by matching sounds to their letter representations
- Begin to write short phrases/ sentences that can be read by others
- Write most high frequency decodable and tricky words from Phase 2 and some from Phase 3

MY WONDERFUL WORLD



MATHS

- Count objects to 20 and beyond
- Consolidate subitising to 10 and begin to subitise to 20
- Link numerals and amounts to 20 and beyond
- Exploring different compositions of numbers to 20
- Rotate and explain shape arrangements
- Explore sharing and grouping
- Copy and create repeating patterns
- Explore and create own maps and instructions

PSED

Being my Best:

- I can keep trying if the way I choose doesn't work
- I can talk about the different types of feelings we have
- I can have a go at something new
- I can make my own healthy food choices
- I can make healthy sleep and exercise choices

- I can confidently identify and talk about my feelings and explain why I feel this way
- I can understand why others may feel happy or sad
- Confidently understand how my actions affect others feelings
- Work towards goals and show patience towards others, controlling own behaviour independently
- Listen to teachers and respond appropriately
- Follow instructions when given several actions

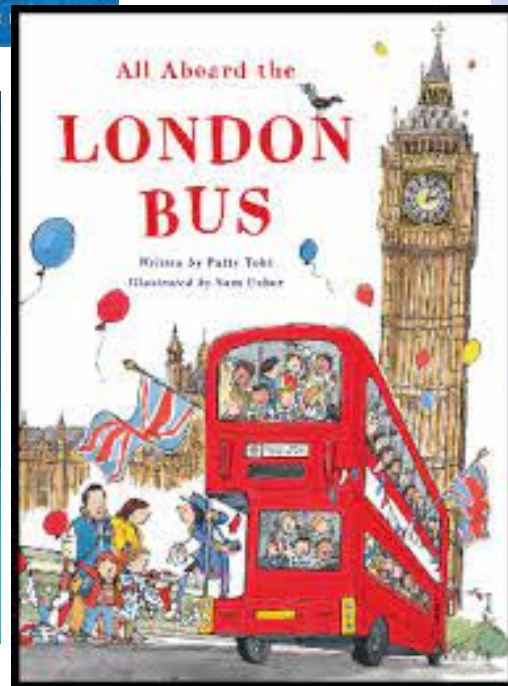
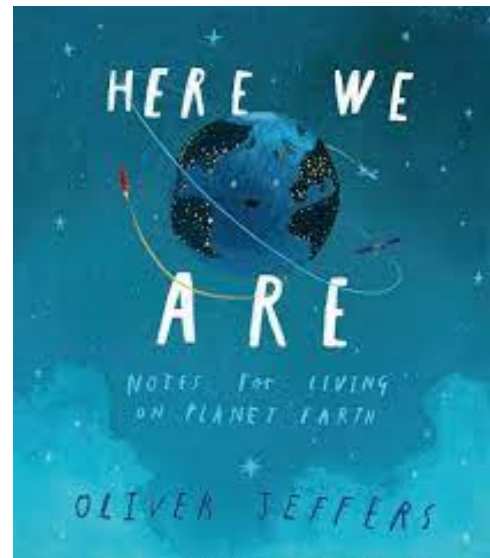
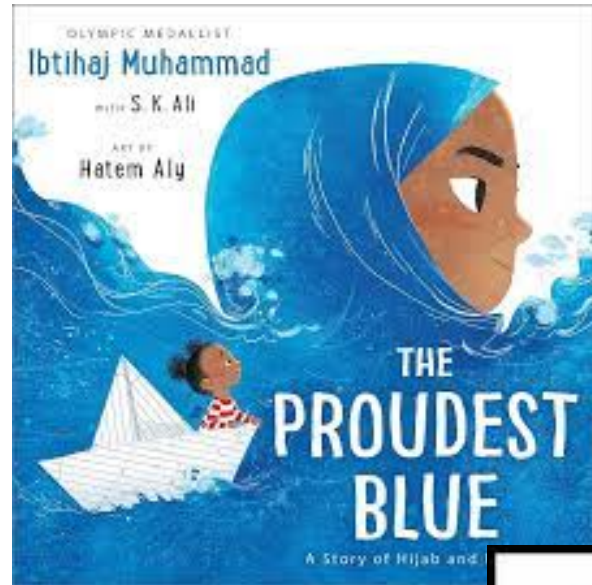
PHYSICAL DEVELOPMENT

- Revise and refine the fundamental movement skills already required such as crawl, walk, jump, hop and skip
- Continue to develop overall body, strength, coordination and agility
- Develop changing direction and travelling across equipment safely
- Develop changing speeds over varying distances
- Develop throwing over a distance and throwing for accuracy
- Continue to develop fine motor skills, using a comfortable grip with good control and using scissors safely
- Form letters all correctly

Swimming:

- Develop confidence when entering and moving in the water
- Safely enter and exit the pool
- Begin to develop floating and confidence in submerging
- Developing kicking and arm pulling actions

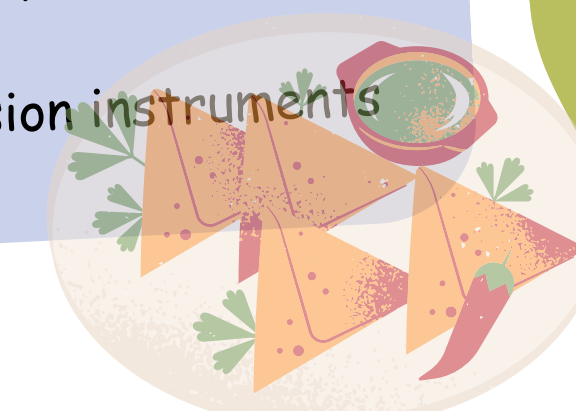
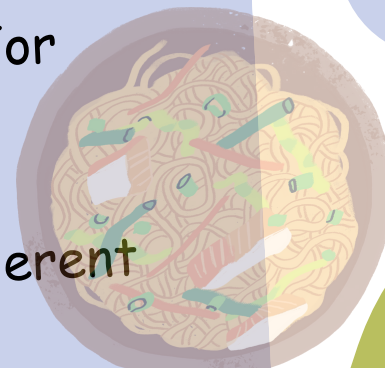
BOOKS WE MAY EXPLORE...



AND A RANGE OF
NON-FICTION BOOKS..

EXPRESSIVE ARTS AND DESIGN

- Explore, use and refine a variety of artistic effects to express their ideas and feelings; develop painting and printing skills, and develop drawing skills by giving meaning to marks and adding more detail
- Good control with artistic resources such as paint brushes, stamps and rollers
- Work with friends to copy, share and develop ideas together
- Mixing and matching colours to get different shades
- Create paintings from observations that are detailed
- Describe and add a range of textures. For example, smooth or rough
- Weaving through a simple loom
- Creating collages and sculptures of different textures, prints and patterns
- Create instruments using junk model materials
- Listen to pieces of music and express my opinion
- Show control in playing percussion instruments



UNDERSTANDING OF THE WORLD

- Describe their immediate environment using knowledge from observations, stories, non-fiction texts and maps.
- Make observations and draw pictures of animals and plants (local walks)
- Discuss my understanding of recent celebrations (Easter, Eid, Passover)
- Explore different foods from different countries
- I can name different places of worship
- Know some similarities and differences between cultural communities in this country
- Compare daily life in the UK with a contrasting country
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, pictures, non-fiction texts and maps
- Talk about homes in the UK and compare to contrasting countries

KEY VOCABULARY

culture religion map
globe earth country nation
atlas continent weather seasons
flags mountain world
summer environment
nationality