

### COMMUNICATION AND LANGUAGE

- \*Engage in story times. (R)
- \*Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (R)
- \*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. (ELG)
- \*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)
- \*Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)

### LITERACY

- \*Spell words by identifying the sounds and then writing the sound with letter/s (R)
- \* Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (R)
- \*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)
- \*Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems and during role play (ELG)
- \*Write simple phrases and sentences that can be read by others (ELG)

### UNDERSTANDING THE WORLD

- \*Talk about the lives of the people around them and their roles in society. (ELG)
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)
- \*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. (ELG)
- \*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. (ELG)
- \*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG)
- 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. (ELG)
- Work and play cooperatively and take turns with others. (ELG)
- \*Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. (ELG)
- Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG)
- Manage their own basic hygiene and personal needs, including dressing going to the toilet, and understanding the importance of healthy food choices. (ELG)

### LINKS IN LEARNING

- In Pre-school the children look at more familiar animals on the farm and we look at more of a variety of animals from around the world.
- These links will be developed in Year 1 and 2 as they explore the animals and countries of the world.



### WOW MOMENTS

- Vet Visit
- Safari Stu

### Key Texts

- The Three Billy Goats Gruff
- Cody the Cautious Caterpillar
- Handa's Surprise
- Superworm
- The Worry Box
- Changes, Changes
- Snail Trail

### Other Opportunities and Experiences to Enrich learning

- Bring a 'pet' to school
- Transition
- Father's Day cards
- Bridge building
- 'Graduation'

### RE

- Eid

### PHYSICAL DEVELOPEMNT

- \*Negotiate space and obstacles safely, with consideration for themselves and others. (ELG)
- \*Demonstrate strength, balance and coordination when playing. (ELG)
- \*Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. (ELG)
- \*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG)
- \*Use a range of small tools, including scissors, paintbrushes, and cutlery. (ELG)
- \*Begin to show accuracy and care when drawing. (ELG)

### MATHEMATICS

- Subitise (recognise quantities without counting) up to 5.(ELG)
- 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. (ELG)
- \*Have a deep understanding of number to 10, including the composition of each number. (ELG)
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG)
- \*Verbally count beyond 20 recognising the pattern of the counting system (ELG)
- \*Explore and recognise patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly (ELG)

### EXPRESSIVE ART AND DESIGN

- \*Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function (ELG)
- \*Share their creations, explaining the process they have used (ELG)
- \*Make use of props and materials when role playing characters in narratives and stories (ELG)
- \*Invent, adapt, and recount narratives and stories with peers and their teacher. (ELG)
- \*Sing a range of well-known nursery rhymes and songs. (ELG)
- \*Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)