





**Oracy**

 <b>Physical</b>	 <b>Linguistic</b>
<p>To use gesture to support meaning in play.</p> <p>To speak audibly so they can be heard and understood.</p>	<p>To use talk in play to practice new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>To describe events that have happened to them in detail.</p>	<p>To listen to others.</p> <p>To take turns to speak.</p>

**Phonics**

	Mon B	Tues S	Wed B	Thurs S	Fri CEW
Week 1	u	u	r	r	To
Week 2	h	h	b	b	l
Week 3	F, ff	F ff	l	l	Go
Week 4	ll	ll	ss	ss	No
Week 5	Double letters	Double letters	Two syllable words	Two syllable words	into

Half term

	Mon B	Tues S	Wed B	Thurs S	Fri CEW
Week 1	j	j	v	v	H, she
Week 2	w	w	x	x	We, me
Week 3	y	y	z	z	Be, was
Week 4	(z) as s	(z) as s	qu	qu	My, you

**Challenge pack**

A real world

**Challenge outcome**

How can we recognise people who help us?

**Hook**

Fire fighter visit

Police officer visit

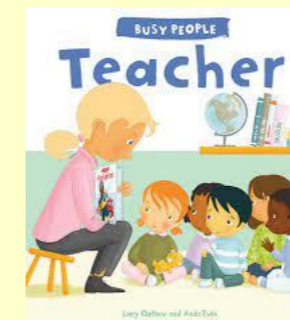
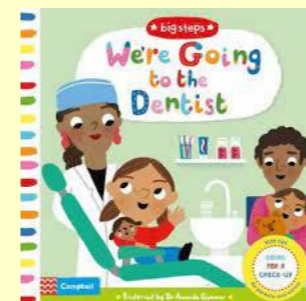
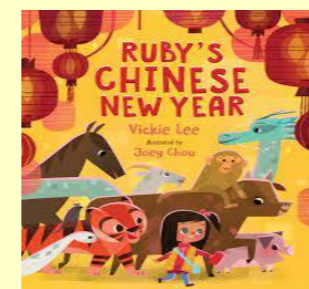
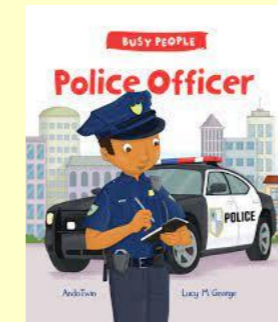
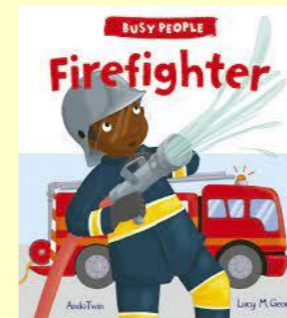
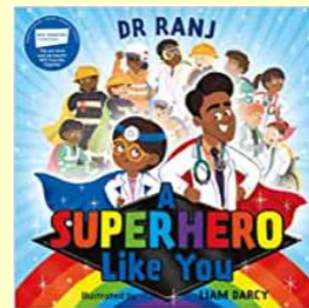
Teacher visits

Head teacher visit

DSL visit

Nurses visit

**Story books**



**Special events and trips**

- Café trip – tea pot
- 5<sup>th</sup> July National bird day
- 13<sup>th</sup>/14<sup>th</sup> January Lohri
- 16<sup>th</sup> January Martin Luther King day
- 18<sup>th</sup> January Winnie the pooh day
- 7<sup>th</sup> February Safer internet day
- 10<sup>th</sup> February Chinese new year
- 14<sup>th</sup> February Valentines day
- 21<sup>st</sup> February Pancake day
- 1<sup>st</sup> March world book day
- 9<sup>th</sup>-18<sup>th</sup> March Science week
- 12<sup>th</sup> March Commonwealth
- 17<sup>th</sup> March St Patrick's day
- 18<sup>th</sup> March Mother's day
- 21<sup>st</sup> March Poetry day
- 25<sup>th</sup> Holi
- 31<sup>st</sup> March Easter Sunday
- 4<sup>th</sup> April Eid al-Ahda
- 9<sup>th</sup> April Eid al-fitr
- 13<sup>th</sup> Vaiskhi
- 22<sup>th</sup> April world Earth day

**Stay and play**

Maths

## Communication and Language

### **Listening, attention and understanding**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.

### **Speaking**

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## Expressive arts and design

### **Creating with materials**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

### **Being imaginative and expressive**

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

## Personal, Social and Emotional Development

### **Self-regulation**

- Identify and moderate their own feelings socially and emotionally.
- Manage their own needs: - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

### **Managing self**

- See themselves as a valuable individual.
- Show resilience and perseverance in the face of challenge.

### **Building relationships**

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.

## Physical development

### **Gross motor**

- Revise and refine the fundamental movement skills they have already acquired: - rolling – crawling – walking – jumping – running – hopping – skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### **Fine motor skills**

- Develop their 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

## Understanding the world

### **Past and present**

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

### **People, culture and communities**

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

### **The world**

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

## Mathematics

### **Number**

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.

### **Numerical patterns**

- Count beyond ten.
- Compare numbers.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## Literacy

### **Comprehension**

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

### **Reading**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

### **Writing**

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.