





**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	j	v	w	x	Her, they
Week 2	y	Z, zz	s	qu	All, are
Week 3	ch	ch	sh	sh	He, she
Week 4	th	th	ng	ng	We, me
Week 5	ai	ai	ee	ee	Be, was
Week 6	igh	igh	oa	oa	My, you
Week 7	oo	oo	oo	oo	Her, they

Half term

	Mon B	Tues S	Wed B	Thurs S	Fri CEW
Week 1	Ch, sh, th	Ng, ai, ee	lgh oa	Oo, oo	All, aer
Week 2	ar	ar	or	or	Some, one said
Week 3	ur	Ur	ow	ow	Come, do so
Week 4	oi	oi	ear	ear	Were, when
Week 5	Air	air	ure	ure	Have, there
Week 6	Er	er	Ar, or	Ur, ow	Out, like
Week 7	Oi, ear	Air, ure	Er. ar	Or, ur	Little, what

**Challenge pack**

A magical world

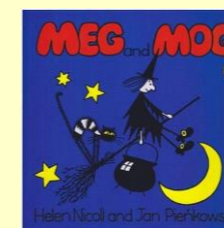
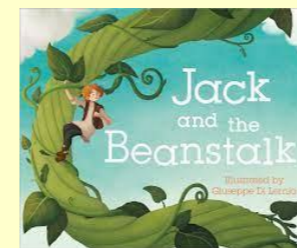
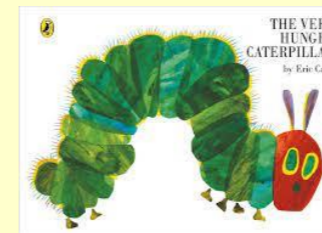
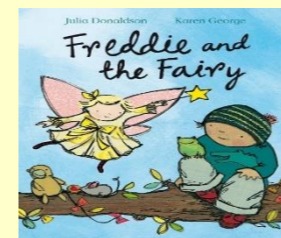
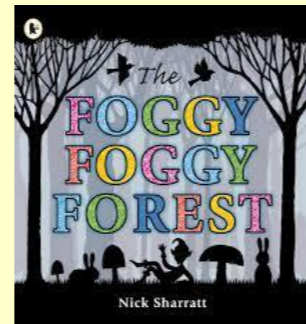
**Challenge outcome**

How can we make outdoors magical?

**Hook**

**Children to attend sycamore adventure**

**Story books**



**Special events and trips**

5<sup>th</sup> June world environmental day

8<sup>th</sup> June world Oceans day

15<sup>th</sup> June King's birthday

16<sup>th</sup> June Fathers day

20<sup>th</sup> June Refugee day

12<sup>th</sup> July Malala day

**Stay and play**

## Communication and Language

Listening, Attention and Understanding:

- 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.
- 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

Speaking:

- 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,

## Expressive arts and design

### Creating with materials

- 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
- Make use of props and materials when role playing characters in narratives and stories

### Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

## Personal, Social and Emotional Development

Self-Regulation:

- 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

Managing self

- 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.

Building relationships:

- 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

## Physical development

Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## Understanding the world

Past and Present:

- Talk about the lives of the people around them and their roles in society.
- 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.

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

The Natural World:

- 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.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- 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

### Number patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

### Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

### Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others