

Physical Development

- To choose the right resources to carry out their own plan.
- To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- To use one-handed tools and equipment, for example, making snips in paper with scissors.
- To use a comfortable grip with good control when holding pens and pencils.
- To show a preference for a dominant hand.

Communication and Language

- To understand how to listen carefully and why listening is important
- To learn and use new vocabulary
- To describe events in some detail
- To engage in story times
- To retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some as their own words

- to engage

Literacy

Phonics

RWI programme

Children split into groups to practise reading skills.

To link sounds to letters

To start to blend sounds to read words

To read simple sentences

Reading

To be able to spot and suggest rhymes

To read individual letters by saying the sounds for them.

To engage in extended conversations about stories, learning new vocabulary.

To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

To segment and blend words to read a simple sentence

To know that information can be retrieved from books and computers (science link)

To recognise the characteristics of non-fiction books and start to use these to gather information

Writing

To write own name forming some or all letters correctly

To use phonic knowledge to write simple words

To write captions, labels and sentences

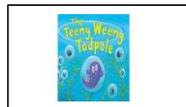
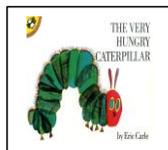
To know about spacing between words

Ex To control the size, shape and orientation of letters

To

Books – Key Texts

- The Hungry Caterpillar – Eric Carle
- Argh Spider – Julia Donaldson
- Teeny Weeny Tadpole – Sheridan Cain
- What the Ladybird Heard – Julia Donaldson



Medium Term: Spring 1

Where do animals live and how do they grow?



Understanding the World

- To talk about what they see, using a wide vocabulary.
- To explore how things work
- To explore and talk about different forces they can feel.
- To talk about the differences between materials and changes they notice.
- Follow Jigsaw RE – Autumn 2 - Christmas

Festivals and events

Related texts:

Personal, Social and Emotional Development

- To develop their sense of responsibility and membership of a community.
- To play with one or more other children, extending and elaborating play ideas.
- To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Follow Jigsaw PSHE – Autumn 2 - Celebrating Differences

Mathematics

(Linking to White Rose SOL)

- To link numerals to amounts
- To identify representations of 1, 2 and 3
- To subitise, count and match numbers 1, 2 and 3
- To compare quantities and numbers 1, 2 and 3 and find and say 1 more than and 1 less than
- To explore the compositions of numbers 1, 2 and 3
- To talk about and explore 2D shapes, to recognise and learn properties about circles and triangles
- To hear and begin to use positional language

Expressive Arts and Design

- To explore different materials freely, in order to develop their ideas about how to use them and what to make.
- To develop their own ideas and then decide which materials to use to express them.
- To join different materials and explore different textures.
- To draw with increasing complexity and detail, such as representing a face with a circle and including details.
- To explore colour and colour mixing.
- To remember and sing entire songs.
- Follow Music Express – Working World