

This is Us!

Communication and Language

By the end of Autumn 1, children will:

Listen to stories, rhymes, songs and one part instructions in small groups.

Mimic the use of full sentences/questions for regular school routines e.g. Please may I go to the toilet

Make eye-contact with a speaker and display physical listening behaviours

Use gestures to show friendship
Respond to greetings

Use relevant nouns when communicating
Provide examples of collective nouns e.g. vegetables – carrots

Use simple adjectives e.g. colours, shapes, textures

Learn autumn term tier 2 and 3 vocabulary

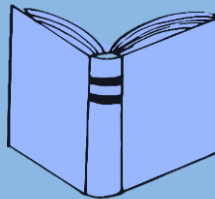
Join in with simple songs, rhymes and songs

Gingerbread



My Favourite Place

My Favourite Story



My Favourite Food



My Favourite Song



My Community



Indoors/Outdoors

Baby clinic
Home
Gingerbread cottage

Experiences/visits/visitors

Scrap booking
Den Building
Food Hubs
Park visits
Growing food
Cooking – making breads and celebrating culture
Jubilee Library
Baby visit
Meet my buddy

Core Texts:

Who Are You? Smriti Halls
Here We Are Oliver Jeffers

Key texts:

The Gingerbread Boy Richard Egielski
The Gingerbread Man Gail Yerrill
Ginger Bear Mini Grey
Gingerbread Girl Lisa Campbell Ernst
Spreading my Wings Nadiya Hussain
The Same but Different too Karl Newson
Super Duper You Sophy Henn
The Colour Monster goes to School Anna Llenas
New Baby Sarah Shaffi
So Much Trish Cooke
Love Corrinne Averiss

Hats of Faith Madeia Cohan

Nursery Rhymes, songs, poetry:

Mother Goose's Nursery Rhymes Alex Scheffler
Honey for You Honey for Me Michael Rosen

Food and Cooking:

What's on your Plate? Whitney Stewart
Welcome to our Table Laura Mucha
Green Green Marie Lamba
Be an Eco Hero Florence Urquhart
Don't Put your Finger in the Jelly Nick Sharratt

Homes and places:

Home Carson Ellis
This is Our House Michael Rosen

Language

By the end of Autumn 1, children will learn the language associated with:

Songs
Rhymes
Family members (nouns)
Age (young, old etc.)
Social (Friendship, greetings)
Living arrangements
Size
Positional
Outdoors (forests, picnics)
Food adjectives
Zones of regulation

Physical Development

By the end of Autumn 1, children will:

Move their whole body in a variety of ways
Balance on two feet and sit on a chair and the floor
Use three wheeled toys steadily in open spaces
Use the whole of both arms to make movements
Walk around the environments safely
Make marks with a variety of implements including writing equipment
Use hand held tools with adult supervision, such as scissors and cutlery
Attempt a simple representation when drawing
Take off coat and jumper
Use the toilet when reminded
Wash their hands effectively with some support

Self – Regulation

Zones of Regulation
Routines – What's the same and what's different?
Home vs. School

Personal, Social and Emotional Development

By the end of Autumn 1, children will:

Feel safe, settled and happy in the school environment visibly settled

Understand that everything belongs to everyone.

Can stop and listen to an adult

Start to understand the similarities and differences between each other

Be more outgoing with unfamiliar people

Learn the school rules and behaviours for learning

Begin to manage their own personal needs, with adult modelling

Take turns on most occasions with adult support
Enjoy cooperating within the environments when supported

Be comfortable around new adults at school

Know their teachers names

Play alongside others sharing resources with support

Notice and comment on some physical differences between themselves

Value of the term - RESPECT

Understanding of the World

By the end of Autumn 1, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

Know there are days of the week that repeat in order
Know there are times of day that repeat in order
Knows how old they are in years
Understand humans change overtime
Make comments on images of their own past
Talk about significant past events from their own lives
Talk about similarities and differences across their own and others' families

People Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?

Show interest in different occupations
Know what makes a good friend
Understand they are unique and talk about likes/ dislikes
Name and describe members of their immediate family/ those that are familiar to them
Know that every house has an address
Know that directions can be followed to lead to different places

Natural World: Question, investigation, change

Explore the natural world and how things work – e.g. magnifying glass
Use senses to explore natural materials
Explore how ingredients change when heated
Know there are 4 seasons throughout the year that repeat in order
Know that there are different natural environments around our school (pond, forest school, living garden)
Know that some things are living and others non-living
Understand that respect applies to the natural environment and all living things

Art and Design

By the end of Autumn 1, children will:

Explore use of colours in their work
Work from provided photos and concrete objects
Tell an adult or peer what they have created
Discover junk modelling with adult guidance
Take part in purposeful role-play with adult support
Join in with action songs with the class
Create their own portraits using 2D and 3D media



Maths - A sense of 3

By the end of Autumn 1, Children will:

Organise numbers with a sense of 2 and a sense of 5
Begin using the terms odd and even
Flash numbers
Identify distance from 5
Describe the composition of 5
Subitise 3 in regular and random form
Use positional language when subitising
Compare numbers to 3
Visualise 3
Know the cardinal value of 3
Know the ordinal value of 3
Use special reasoning with 3 (0 and 10)
Work with patterns of 3
Link 3 to triangles
Use one finger, one push on the Rekenrek
Use a tens frame
Use a PPW model

Literacy

By the end of autumn 1, children will:

Comprehension

Understand print carries meaning
Know the parts of a book e.g. pages, cover, title
Enjoy books, stories, rhymes and poems
Listen attentively to shared stories
Talk about stories in simple conversation
Begin to engage with and use new story vocabulary
Be confident with Reading Tier 2 vocabulary – What and Who

Word Reading/ Phonics

Spot and suggest rhymes
Clap out syllables
Notice when words begin with the same sound
Orally blend and segment VC / CVC words
Begin to read individual letters by saying the corresponding sound
Name most letters in the alphabet
Read CV and CVC by segmenting and blending
Read sight words (phase 2 exception words and familiar words like their name, mummy, daddy and shop logos)
Start to apply their phonics knowledge and sight reading skills to read simple short captions within phase 2

Writing

Articulate something that they wish to write
Attempt the 'nip, flip, grip' approach
Write some of their name
Be able to give meaning to marks
Be confident to have a go
Use symbols, marks, random letters, letter string or groups to communicate meaning
Listen carefully to the sounds in words they want to write

Writing Opportunities

Name writing
Favourite places and why
Invitations

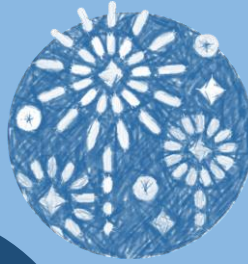
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expectations for all

Experiences/visits/visitors

Forest school
Camping
Hedgehog visit
Nocturnal animal cameras
Fire and dens
Hindu Temple visit
Mosque visit
Park visit - changes
Church visit
Community links

A Carpet of Colour with a Snap, Crackle and Pop

Bonfire



Seasons



Diwali



Footprints



Camping



Christmas



Communication and Language

By the end of Autumn 2, children will:

Listen to stories, rhymes, songs and one part instructions in whole class situations.

Use full sentences once modelled

Provide a verbal response

Greet others and respond to greetings

Use a clear and loud voice

Use newly introduced and modelled vocabulary

Use a wide range of nouns when communicating

Provide a wider range of examples for collective nouns

Use a wider range of adjectives

Recite simple rhymes and songs

Language

By the end of Autumn 2, children will use a wider range of language associated with:

Bonfire
Halloween
Animals
Night time
Light and dark
Nativity
Diwali
Forest School
Living Classroom
Zones of regulation

Key Texts:

I Love Me! Marvyn Harrison
My Hair Hannah Lee
The Wolf, the Duck and the Mouse Mac Barnett
Sam and Dave Dig a Hole Mac Barnett
Three Billy Goats Gruff Mac Barnett
Hats of Faith Madeia Cohan
Eddie's Tent Sarah Garland
Leaf Man Lois Elbert

Nursery Rhymes, songs, poetry:

A Treasury of Songs Julia Donaldson
Smile Out Loud Joseph Coelho

Self – Regulation

By the end of Autumn 2, children will:

Zones of Regulation
Routines – What's the same and what's different?

Personal, Social and Emotional Development

By the end of Autumn 2, children will:

Use appropriate gestures to show friendship

Be able to match feelings to past situations/given situations

Be willing to have a go when faced with a new challenge, with adult support

Follow the rules and learning behaviours with some adult support

Will take care of personal needs independently (such as hand washing)

Have an awareness of fire safety
Take turns in play and structured activities with minimal adult support
Negotiate with peers in pairs and small group play with adult support
Form some friendships, knowing their classmates' names
Speak considerately on physical differences between themselves and others

Value of the term – Courage

Physical Development

By the end of Autumn 2, children will:

Show steady control over their whole body when running, jumping and hopping

Balance briefly on one foot and sit still on a chair and the floor with legs crossed

Use three and sometimes two wheeled toys steadily in open spaces

Use the whole of both arms to make strong controlled movements

Walk around the environments adjusting their route if necessary to avoid others

Make more detailed marks with a variety of implements including writing equipment

Use a pinch grip to manipulate small items

Use hand held tools with adult supervision showing greater accuracy,

Draw an accurate simple picture

Put on coat and jumper/cardigan

Be aware when they need the toilet

Wash hands effectively

Indoors/Outdoors

Camp site
Post office
Grotto
Dens

Maths - A sense of 4

By the end of Autumn 2, Children will:

Identify and Organise numbers with a sense of 2 and a sense of 5
Explore odd and even
Flash numbers
Identify distance from 5
Describe the composition of 5
Subitise 4 in regular and random form
Use positional language when subitising
Compare numbers to 4
Visualise 4
Know the cardinal value of 4
Know the ordinal value of 4
Use special reasoning with 4 (0 and 10)
Work with patterns of 4
Link 4 to squares
Use one finger, one push on the Rekenrek
Use a tens frame
Use a PPW model



Art and Design

By the end of Autumn 2, children will:

Use a range of tools to in their work and find multiple ways to use tools

Discuss the process they followed to create their work, with adult support

Develop their joining skills with adult modelling

Confidently take part in purposeful role play

Build up a repertoire of songs with adult support

Literacy

By the end of Autumn 2, children will :

Comprehension:

Understand print is used for different purposes

Make comments about the title, cover or illustrations

Know what an Author and Illustrator are

Show they understand the directionality of print in English by following words with their fingers or turning the page at the appropriate time

Develop a preference for particular books and stories

Shows engagement during longer shared stories

Gain confidence in their book talk e.g. "The Owl mummy flies away to hunt for food and the baby owls miss her. Percy is worried she won't come back and Sarah is brave"

Confidently engage with new story vocabulary and start to apply in other contexts e.g. In the Artic role play they may say 'we're hungry polar bears *hunting* for fish' Confident with Reading 2 Tier vocabulary – where, when, which

Word Reading/ Phonics

Continue to child spot and suggest rhymes

Develop their ability to Clap out syllables Notice when words do and don't with the same sound

Orally blend and segment longer words

Confident with reading individual letters by saying the corresponding sound

Begin to read groups of letters that represent one sound

Name the letters in the alphabet

Read CVC and CVCC by segmenting and blending

Read sight words (phase 2 and 3 exception words and familiar words like their name, mummy, daddy, shop logos) Start to apply their phonics knowledge and sight reading skills to read simple captions and sentences within phase 2 and 3

Writing

Write all of their name with developing formation

Attempt the 'nip, flip, grip' approach - formation is developing

Write most of the phase two phonemes

Write some phase 3 digraphs

Begin to write individual VC and CVC words

Use early phonemic writing to communicate meaning e.g. copies tricky words, teacher's board words

Begin to write initial sounds for whole words

Begin to understand they must start at the top of the page

Understand you can write for many purposes Begin to understand that in English we write left to right

Writing

Retell 3 little pigs

Diwali

How to look after a hedgehog

Where do you find hedgehogs?

Camping lists

Labels and captions

Understanding of the World

By the end of Autumn 2, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

Use and understand sequencing language - before, after, first, next, then

Know that there are months that repeat and go in order

Know that each birthday is another year celebrated

Create simple time lines (baby – child – adult – elderly / morning – lunch – dinner – bed)

Make comments on image in the past within familiar contexts e.g. technology/ school/ home

Engage with conversations about celebrations grounded in history – Christmas, Diwali

People Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?

Explore new occupations

Develop a positive attitude to differences amongst their peers

Recognise that people celebrate special times in different ways

Understand the role of a church and other places that are special for some members of the community

Understand the use of maps

Know where they live and some local areas

Natural World: Question, investigation, change

Explore how things work – e.g. torches, pooter, camera

Explore different materials and notices differences and similarities (properties)

Explore what happens when things are heated on a fire (at forest school)

Knows that the seasons affect the change in temperature

Engage in exploration in the natural world and talks about what they can see, hear and touch

Know that there are different natural environments in our local area (forest, seaside, Downs, nature reserves)

Talk about how we can tell plants and animals are living

Show respect and care to the natural environment and all living things

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community with high
expectations for all

It's a Wonderful World

Experiences/visits/visitors

Igloo
Reptilians
Drusillas
Shoreham Airport
Cooking
Drumming
Alien Invasion

Key Texts

Nursery Rhymes, songs, poetry:

A Treasury of Nursery Rhymes and Poems Frann Preston-Gannon

Leaf Sandra Diechmann
Lost and Found Oliver Jeffers
Fruits Valeria Bloom
Poles Apart
Here we are
Lost and Found
Handa's Surprise
Fisherman and his Wife
Blown Away

Travel:

Journey Aaron Becker

Language

By the end of Spring 1, children will use a wider range of language associated with:

Performance
Singing
Dancing
Jokes
Magic
Expression
Film
Comedy
Theatre
Chinese New Year
Music
Friendship

Personal, Social and Emotional Development

By the end of Spring 1, children will:

Provide positive encouragement to their peers as part of an audience

Understand social clues for how others are feeling (expression)

Mimic friendship questions e.g. Please may I play with you?

Listen and follow a 2 part instruction

Independently take on a new challenge

Increasingly follow the rules and learning behaviours independently

Will learn the importance of and how to keeping our bodies healthy

Take turns to speak and complete tasks with a learning partner

Enjoy working with a range of peers as learning partners

Know when sensible behaviour is expected and demonstrate this with occasional adult support

Value of the term - Pride

The Poles



Dangerous Animals!



Lunar New Year



London



Paris



Africa



Communication and Language

By the end of Spring 1, children will:

Listen to stories, rhymes and 2 part instruction in small group situations

Use full sentences to articulate their actions with support

In play, use short sentences to respond

Use a confident, loud and clear voice when speaking

Begin using 'and' to join their sentences.

Mimic simple social questions e.g. How are you?

Indoors/Outdoors

France – café, landmarks
Transport
Airport
Trains
Rockets
Spaceship
Passport office (a friendly one!)

Physical Development

By the end of Spring 1, children will:

Show secure control over their whole body when running, jumping and hopping
Climb low level apparatus with strength and balance in their movements
Balance steadily on the floor and low apparatus

Use two wheeled toys with developing control and balance

Use the elbow pivot to make controlled movements

Carry light equipment around the environments considering themselves and others

Have a definite preference for a dominant hand when holding a pencil

Use a pinch grip to manipulate small items with greater skill

Use scissors and brushes in a controlled manner independently

Draw a picture with developing consideration of the real life equivalent

Fasten clothing with some adult support, undress independently

Drink when reminded

Wash hands when messy independently

Blast Off



Art and Design

By the end of Spring 1, children will:

Create their work through colour mixing

Discuss the process they followed to create their work with peers

Create a prop related to the story or term focus, with support

Use props and costumes in an imaginative way (a wooden block for a phone)

Sing songs confidently and independently

Maths - A sense of 5

By the end of Spring 1, Children will:

Identify and Organise numbers with a sense of 2 and a sense of 5

Explore odd and even

Flash numbers

Identify distance from 10

Describe the composition of 5 – linking to bonds up to 5

Subitise 5 in regular and random form

Use positional language when subitising

Compare numbers to 5

Visualise 5

Know the cardinal value of 5

Know the ordinal value of 5

Use special reasoning with 5 (0 and

Work with patterns of 5

Use one finger, one push on the Rekenrek

Use a tens frame

Use a PPW model – for Add and sub

Literacy

By the end of Spring 1, children will :

Comprehension:

Understand the basic structure of stories

See some differences between fiction and non-fiction books

Make knowledgeable comments about title, cover or illustrations

Know some Authors and Illustrators

Start to predict key events in known stories

Develop preferences for particular books, stories, rhymes and poems

Shows engagement during longer shared stories and can talk about key events

Engage in talk about an increasing variety of texts e.g. 'I used the contents page to find out about polar bears in this book. Polar bears are very strong and live in the Arctic' / 'I love the poem 'Oh Dear' because it's so funny when he keeps getting the wrong thing from the shop.'

Continue to engage with new story vocabulary and apply it in other contexts and conversation

Be confident with Reading 2 Tier vocabulary – why, how, explain?

Word Reading/ Phonics

Reading individual letters and groups of letters by saying the corresponding sound confidently and accurately

Reads some capital letters

Gain pace and confidence when reading CVC and CVCC by segmenting and blending

Build their sight word repertoire

Develop confidence when applying their phonics knowledge and sight reading skills to read simple sentences within phase 2 and 3

Writing

Write all of their name with most letters formed correctly

Write some capital letters

Use the 'nip, flip, grip' approach – formation is increasingly accurate

Write all phase two phonemes

Write most phase 3 digraphs

Write individual VC, CVC and CVCC words

Begin to write exception words within a sentence

Write initial and end sounds for whole words

Begin to count the words they need for their writing

Understand they must start at the top of the page

Write for different purposes

Be enthusiastic and inspired to write Understand that in English we write left to right

Writing

Retell 3 little pigs

Posters

Tickets

Leaflets

Jokes

Reviews – my favourite part was...

Non-fiction writing checkpoint

Understanding of the World

By the end of Spring 1, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

Consider how they have changed since starting school

Make comments on images from the past and notices differences

Engage with conversations about historical characters and settings (shows and performances from the past)

Explore occupations in the past and notices differences

People Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?

Explore new occupations

Talk about members of their local community

Recognise that people have different beliefs

Develop a positive attitude toward differences amongst beliefs and ways of live

Draw information from a simple map of their local area e.g the school, the park

Know the country where they live

Natural World: Question, investigation, change

Explore how things work – e.g. microphones, lights, megaphone

Start to informally classify materials

Explore ice and observe how and why it changes

Notice that day/ night and the natural world around them change through seasons

Engage in exploration in the natural world and makes observations about what they can see, hear and touch

Know that there are different natural environments in the UK (mountains, reservoir, rivers)

Start to notice the features of different plants and animals

Begin to understand human impact on the natural world

Know how plant a seed



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That's Show Business!

Experiences/visits/visitors

Forest school
Living classroom
Theatre visit – Rainbow Theatre
Magic Show
Circus skills
Talent Show – Our School
Talents!
Children's parade
Brighton Festival
Jubilee library visit

Key Texts:

Nursery Rhymes, songs, poetry:

Blow a Kiss, Catch a Kiss Joseph Coelho
Funny Bones Allen Ahlberg
You're So Amazing James & Lucy Catchpole
Jabari Tries Gaia Cornwall
You Choose Nick Sharratt
Amazing by Steve Antony
Non- Fiction Theatre Texts
Life is Magic
Lunar Story
Clown Girl
Barbara throws a wobbler
I like to put food in my welly
The Diddle that Dummed
Fly away Katy
The Three Little Pigs
Wolf Won't Bite

Self – Regulation

By the end of Spring 2, children will:

Zones of Regulation

Language

By the end of Spring 2, children will use a wider range of language associated with:

Reptiles and amphibians
Insects and arachnids
Mammals and fish
French traditions
Climates
Transport

Indoors/Outdoors:

Stage – microphones, clapper boards, scripts, make-up, wigs, curtains
Puppets
Circus
Film set
3 little pigs scene
Photo Booth

Magic



The Stage



Musicals



The Three Little Pigs



Theatre



Circus



Communication and Language

By the end of Spring 2, children will:

Listen to stories, rhymes and 2 part instructions during whole class discussions

Use full sentences to articulate actions/play independently
Use short sentences in response to speaker with a given stimulus

Use simple social questions e.g. how are you? With adults.

Use 'and' and 'because' to join sentences

Use an appropriate voice to represent common emotions e.g. sad/happy

Mimic friendship questions and responses.

Personal, Social and Emotional Development

By the end of Spring 2, children will:

Identify the feelings of others through their actions/expressions

Use resources, such as timer, to help turn taking with an adult

Provide attention to an adult even when engaged in another activity

Persevere through a task, with adult support

Remember to follow the rules and learning behaviours without adult reminders

Will begin to narrate how they are keeping their body healthy, with adult support

Cooperate with peers both inside and outside on learning challenges and during unstructured times with some guidance

Demonstrate sensible behaviours independently, including negotiating, turn taking, waiting, and cooperating

Value of the term - Ambition

Physical Development

By the end of Spring 2, children will:

Walk, run and jump in different directions

Climb, with greater control, low level apparatus with strength and balance in their movements

Balance steadily on the floor and low apparatus using several body parts

Use two wheeled toys with greater control and balance

Use the elbow pivot to make strong, controlled movements

Work together to carry light equipment around the environments adjusting their route if necessary to avoid others

Hold a pencil and apply a consistent pressure most of the time often using the tripod grip

Use scissors to cut strips and around simple objects and brushes with increasing accuracy for the task.

Draw a picture with accurate consideration of the real life equivalent

Fasten clothing with minimal support,

dress and undress independently, begin to notice when they need a drink or are hot/cold

A Kind and Inclusive learning community with high expectations for all

Maths - A sense of 5 and a bit

By the end of Spring 2, Children will:

Identify and Organise numbers with a sense of 2 and a sense of 5
Explore odd and even
Flash numbers
Identify distance from 10
Describe the composition of 5 and a bit
Conceptually subitise 5 and a bit in regular and random form
Use positional language when subitising
Compare numbers to 5 and a bit
Know bonds to 5 facts
Explore doubling
Visualise 5 and a bit
Know the cardinal value of all numbers represented by 5 and a bit
Know the ordinal value of all numbers represented by 5 and a bit
Use special reasoning with numbers represented by 5 and a bit (0 and 10)
Work with patterns of numbers within 5 and a bit
Use one finger, one push on the Rekenrek
Use a tens frame
Use a PPW model



Understanding of the World

By the end of Spring 2, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

Show interest in historical landmarks
Make comments on images from the past and notices similarities
Engage with conversations about historical figures (explorers/ key figures from focus countries)
Talk about different roles and occupations in local community

People Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?

Talk about their own aspirations – now and in future
Know there are different countries in the world
Show interest in the location of different countries on globes and maps
Understand that there are differences and similarities amongst countries of the world
Explore ways of life in other countries

Natural World: Question, investigation, change

Explore how things work – e.g. Google Maps
Begin to understand materials can be used for different purposes
Investigates how temperature can change materials using their developing knowledge (change of state)
Know that plants and animals react to seasons
Engage in exploration in the natural world, makes observations and describes what they can see, hear and touch using developing vocabulary
Know that there are different natural environments in our world (deserts, rainforest, plains)
Begin to draw and label picture of animals and plants
Begin to informally classify animal based on similarities and differences
Develops understanding of human impact on the natural world
Know how to look after living plants and help them grow

Literacy

By the end of Spring 2, children will :

Comprehension:

Uses their knowledge of story structure and experience of books to begin to retell familiar tales
Show interest in using non-fiction books to find out information
Begins to understand the importance of illustrations in some stories
Develops their knowledge of Authors and Illustrators
Predict key events in known stories
Can name and talk about favourite books, stories, rhymes and poems
Enjoys sharing their opinion on what they read
Begins to use adventurous story vocabulary in other contexts
Be confident with Reading 2 Tier vocabulary – similar, different

Word Reading/ Phonics

Be secure and confident with reading all taught GPCs
Reads most capital letters
Continues to gain pace and confidence when reading CVC and CVCC by segmenting and blending
Begin to read repeated and familiar words without overt sounding and blending
Confidently applying their phonics knowledge and sight reading skills to read simple sentences within phase 2 and 3
Begin to develop fluency by being increasingly accurate, reading whole words and self-correcting

Writing

Begin to articulate what they wish to write using wider vocabulary
Write their name with all letters correctly formed including a starting capital letter
Write most capital letters accurately
Use the 'nip, flip, grip' approach – formation is accurate
Use developing cursive script
Write all phase 2 and 3 phonemes
Write VC, CVC and CVCC words and exception words to make up a sentence
Begins to write irregular word phonetically
Counts the words they need for their writing
Starts at the top of the page
Begins to write to the end of the page before starting a new line
Begins to use finger spaces
Has some awareness of capital letters and full stops in their writing
Begins to re-read their writing for sense and content

Writing

Packing lists
Land snails
Retell Handa's surprise
Recount– Writing checkpoint
To be able to correctly form all the phonemes in phase two using the cursive script.
To be able to form some capital letters- particularly I and the first letter of their name.

Art and Design

By the end of Spring 2, children will:

Create their work on different scales and canvases
Create their work from their imagination
Discuss what they like and dislike about their work, with support
Create a prop interdependently, related to the story or term focus
Use language and storylines from focus books to develop their role-play
Begin to perform songs with instruments, with adult support

Experiences/visits/visitors

- Fantasy visitors
- Hidden forest doors
- Potion making
- Colour mixing
- Pond dipping
- Unicorn Poo
- Fire breathing
- Castle visit
- Fairy hunt
- Fairy dust

A World of Pure Imagination!

Key Texts

Nursery Rhymes, songs, poetry:

- Green Eggs and Ham Dr. Seuss
- The Smallest Girl in the Class Justin Roberts
- How to make a unicorn
- The legend of the Loch Ness Monster
- Room on the Broom
- The Kiss that Missed
- Knights and Castles Non-Fiction
- How to grow a unicorn
- Jack and the Beanstalk
- Where the Wild Things Are
- Into the Forest
- On the Way Home
- The Princess and the Giant
- Billy and the Beast
- The Smartest Giant in Town
- Room on the Broom
- Sugar Lump and the Unicorn
- Naughtiest Fairy
- Prince Cinders
- Twisted Fairy Tales
- Smeds and Smoos
- Here come the Aliens
- Beegun
- 10 little pirates
- Sunk in the night Pirates
- Think Big Book
- Foggy, Foggy Forest

Physical Development

By the end of Summer 1, children will:
Effectively run, jump hop, climb, dance and skip at varying speeds

Negotiate space and obstacles in the environments considering themselves and others

Balance

Use two wheeled toys to manoeuvre around a route

Use the wrist pivot of their dominant hand, and sometimes both, to make marks and show control over small equipment and apparatus

Carry out the safe movement of larger equipment, showing balance, control and coordination

Show energy and enthusiasm while performing large movements

Hold a pencil effectively and on most occasions with a tripod grip

Use a selection of small tools with developing accuracy, control and effectiveness, such as scissors, brushes, and cutlery

Take care when drawing a picture

Dress and undress knowing when they are hot/cold.

Independently get a drink when hot or thirsty.

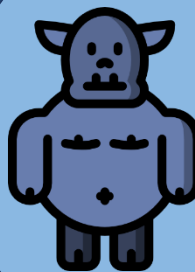
Witches, wizards, wands and broomsticks



Fairies, imps and naughty things!



Trolls



Unicorns



Dragons



Knights and Castles



Communication and Language

By the end of Summer 1, children will:

Listen to stories, rhymes, discussions and 2 part instructions during whole class discussions and at other times of the day responding with relevant comments, questions or actions

Use full sentences to articulate actions/play independently
Use a developing vocabulary within sentences in response to speaker with a given stimulus

Begin to have two way conversations with peers about things of high interest to them

Use 'but' and 'so' to join sentences

Use an appropriate voice to represent common emotions e.g. sad/happy and adjust volume of their voice to the situation

Independently use friendship questions and responses.

Indoors/Outdoors

- Superheroes
- Desert Islands
- Fairy land
- Giant land
- Witches lair

Personal, Social and Emotional Development

By the end of Summer 1, children will:

Express how they are feeling in the moment

Can use resources independently to help turn taking

Follow instructions appropriately

Be resilient and persevere through a task independently

Be able to explain the need for rules and learning behaviours (to keep us safe and happy)

Begin to narrate how they are keeping their body healthy independently

Learn how to keep safe
Explain to others why it is important to share and take turns.
Have secure friendships and companions.
Express positive thoughts and actions towards familiar adults.

Value of the term – Courage, Ambition, Pride, Respect

Self – Regulation

By the end of Summer 1, children will:

Zones of Regulation

Maths - A sense of 10 and 0

By the end of Summer 1, Children will:

Reorganise numbers with a sense of 2 and a sense of 5
Explore odd and even
Flash numbers
Composition of 10 – showing some awareness of bonds to 10
Doubles facts to 10
Conceptually subitise 10
Use positional language when subitising
Compare numbers to 10
Visualise 10
Know the cardinal value of 10
Know the ordinal value of 10
Use special reasoning with 10
Work with patterns of 10
Use one finger, one push on the Rekenrek
Use a tens frame
Use a PPW model

Understanding of the World

By the end of Summer 1, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

Makes comments on images from the past and notices differences and similarities
Talks confidently about historical characters/ figures they have learnt
May begin to apply their knowledge of past and present in other contexts e.g. writing/play

People Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?

Begins to understand some community projects e.g. foodbank
May begin to consider their role in local community e.g. want to beach comb, raise money for charity
Know the difference between countryside and city
Notice how our local area has changed over time e.g. by discussing Brighton in the past photos
Identify locations on a map using a simple key e.g. mountains
Talk about some similarities and differences between life in this country and life in other countries
Talk about their knowledge of the world with enthusiasm
May begin to apply their knowledge their knowledge of the world in other contexts e.g. writing/play

Natural World: Question, investigation, change

Show an interest and understanding in how things work by questioning and explaining
May select materials based on their properties for different purposes
Through investigation, understand that temperature can change materials (irreversible - baking / reversible – melting and freezing)
Talk confidently about the seasons using wide vocabulary
Engage in exploration in the natural world, makes observations and describes what they can see, hear and touch using wide vocabulary
Draws and label picture of animals and plants with developing accuracy
Begin to demonstrate their knowledge of similarities and differences of animals and plants in a range of contexts
May be able to talk about global environmental issues such as recycling, pollution and deforestation
Know that animals and plants change as they grow

Literacy

By the end of Summer 1, children will :

Comprehension:

Use their knowledge of story structure and experience of books to begin to retell familiar tales
Show interest in using non-fiction books to find out information
Begin to understand the importance of illustrations in some stories
Develop their knowledge of authors and Illustrators
Predict key events in known stories
Name and talk about favourite books, stories, rhymes and poems
Enjoy sharing their opinion on what they read
Begin to use adventurous story vocabulary in other contexts
Be confident with Reading 2 Tier vocabulary – similar, different

Word Reading/ Phonics

Reads confidently and accurately within phase 2 and 3
Begins to apply their phonics knowledge and sight reading skills to read simple sentences and captions within phase 4
Reads all capital letters
Reads repeated and familiar words without overt sounding and blending
Begins to read words with adjacent consonants
Begins to read 2 syllable words
Develop their fluency by being increasingly accurate, reading whole words, self-correcting and using context

Writing

Confidently articulates what they wish to write using wider vocabulary
Write their name with accurate cursive script and a starting capital letter
Writes all capital letters accurately
Use the 'nip, flip, grip' approach – formation is accurate and reminders are not needed
Uses increasingly accurate cursive script
Is perfecting joins with phase 3 phonemes – particularly sh, ch, th, zz
Represents most syllables in a word using learnt GPCs e.g. dighnosor, adventyror
Writes irregular words and longer words phonetically
Begins to develop the stamina for longer writes
Counts the words they need for their writing
Writes to the end of the page before starting a new line
Uses finger spaces
Uses a capital letters and full stops in their sentences with developing accuracy
Develop their re-reading skills and make changes if needed

Writing

Spells
Instructions
Who lives behind the door?
Retell....

Art and Design

By the end of Summer 1, children will:

Work collaboratively to create work

Begin to express their feelings and movement through art

Discuss what they like and dislike about their work

Return to their creations to amend and develop it

Use stories, previous experiences and wider knowledge to create storylines in role-play

Use instruments and props independently to help them perform songs

Language

By the end of Summer 1, children will use a wider range of language associated with:

Spells
Change
Imagination
Castles

Now you see us, now you don't!

Experiences/visits/visitors

Visit Lifeboat Centre
Bee keeping
Fire, police, RNLI, RSPCA visitors
Punch and Judy
Butterflies

Key Texts

Nursery Rhymes, Songs and Poems
Zim, Zam, Zoom James Carter
Bee and Me
Somebody Swallowed Stanley
Oliver's Vegetables
Enormous watermelon

Language

By the end of Summer 2, children will use a wider range of language associated with:

Safety
Seaside
Careers
Sustainability

Self – Regulation

By the end of Summer 2, children will:

Zones of Regulation

Physical Development

By the end of Summer 2, children will:
Demonstrate strength, balance and coordination in large movements during physical exercise and during daily routines
Be able to run, jump with one and two feet, dance, hop, climb and skip from one foot to another varying direction and speed

Negotiate space and obstacles effectively considering themselves and others

Balance?

Control two wheeled toys around a more complex route.

Effectively use the wrist pivot to show deepened control and coordination of small equipment

Plan and carry out the safe movement of larger equipment, showing balance, control and coordination

Show sustained energy and enthusiasm for physical exercise and fine motor activities

Hold a pencil effectively preferably with a tripod grip, applying a consistent pressure and signs of fluent movements

Use a wide variety of small tools with secure accuracy, control and effectiveness, such as scissors, brushes, and cutlery

Begin to show accuracy and care when drawing

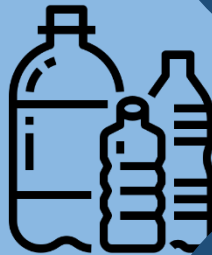
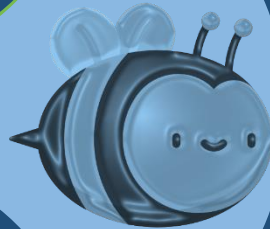
Understand simple personal hygiene and self-help skills

Real-Life Heroes



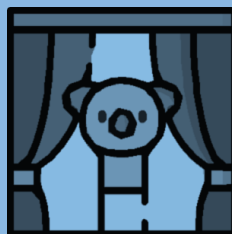
Career

Bees



Sustainability

Beaches



Seaside Puppet Show

Communication and Language

By the end of Summer 2, children will:

Comprehend and respond to relevant: questions, statements, observations, commands, comments, actions etc. in a range of classroom situations.

Respond appropriately when interacting with peers in a range of situations

Ask questions for further clarification

Hold 2-way conversations with adults

Regularly use greetings and simple social questions with adults and peers

Use the conjunctions: 'and', 'because', 'if', 'but', 'so', 'or'

To stay on topic in a conversation

Use new vocabulary in a wide range of contexts

Regularly use the language associated with friendship e.g. please may I play with you? Would you like to play with me? You can sit next to me.

Show greater expression

Personal, Social and Emotional Development

By the end of Summer 2, children will:

Respond to other children's feelings

Can wait for their turn for what they would like

Give focused attention to an adult then follows instructions and responds appropriately

Confidently and independently persevere through a new task

Know the reasons for school rules and be able to follow them

Manage their own basic hygiene and needs and understand the importance of staying healthy

Have secure skills of co operation and turn taking during play and adult guided activities

Formed positive attachments to familiar adults and enjoy friendships with their peers. towards their needs and the needs of others.

Talk and behave sensibly.

Values for Learning

Indoors/Outdoors

Seaside
Vets
Doctors
Fire station

Maths - A sense of numbers to 10

By the end of Summer 2, Children will:

- Reorganise numbers with a sense of 2 and a sense of 5
- Explore odd and even
- Flash numbers
- Composition of numbers to 10– showing some awareness of bonds to 10
- Know doubles facts to 10
- Conceptually subitise numbers to 10
- Use positional language when subitising
- Compare numbers to 10
- Visualise numbers to 10
- Know the cardinal value of numbers to 10
- Know the ordinal value of numbers to 10
- Use special reasoning with numbers to 10
- Work with patterns of numbers to 10
- Use one finger, one push on the Rekenrek
- Use a tens frame
- Use a PPW model – linking to add and sub

Art and Design

By the end of Summer 2, children will:

- Explore a range of techniques and experiment with colour, shape and size
- Share their work with peers and comment on their likes, dislikes and how they created their work
- Make use of props they have created, in their role-play
- Invent and adapt stories with adults and peers through role-play
- Sing and perform a range of songs and stories with confidence

Literacy

By the end of Summer 2, children will :

Comprehension:

Show understanding of what has been read to them by -

- Retelling stories and narratives using their own words and recently introduced vocabulary
- Using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Anticipate – where appropriate – key events in stories e.g. 'I think they will all live happily ever after because that normally happens in a fairy-tale/ Oh no the troll is going to jump out and try and gobble up the billy goat'

Word Reading/ Phonics

Reads confidently and accurately within phase 2 and 3 and has secure digraph knowledge

Develops confidence when reading within phase 4 and when approaching adjacent consonants and 2 syllable words

Reads all capital letters

Reads repeated and familiar words without overt sounding and blending

Continues to develop their fluency by being increasingly accurate, reading whole words, self-correcting and using context

Writing

Confidently articulates what they wish to write extending ideas and using adventurous vocabulary

Sit on a chair to complete a writing task using a good posture

Instinctively uses the 'nip, flip, grip' approach – formation is accurate and correctly sized

Use accurate cursive script most of the time

Use phonetic knowledge to write their adventurous vocabulary choices

Apply their phonic knowledge to write sentences including learnt GPCs, exception words and sometimes adjacent consonants

Writes at a level that can be read by themselves and others

Have the confidence and stamina for longer writes

Uses capital letters and full stops in their sentences most of the time

Understanding of the World

By the end of Summer 2, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

Talk about the lives of the people around them

Talk about familiar 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 Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?

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

Natural World: Question, investigation, change

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