

## Literacy



- Listen and enjoy sharing a range of books
- Know that a book has a beginning and an end
- Know to hold the book the correct way up and turn some pages appropriately
- Know the difference between text and illustrations
- Enjoy joining in with rhymes, songs and poems
- Explain what is happening in a picture in a story
- Complete a repeated refrain in a familiar rhyme, story or poem being read aloud
- Word Reading: Hear general sound discrimination and begin to orally blend and segment
- Read individual letters by saying the sounds for them
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Give meaning to marks they make and understand that thoughts can be written down
- Use talk to link ideas, clarify thinking and feelings
- Understands that thoughts and stories can be written down
- Orally segment sounds in simple words
- Write their name, copying it from a name card or trying to write it from memory
- Know that print carries meaning and in English, is read from left to right and top to bottom
- Draws different marks, lines and circles and patterns
- Hear initial sound, identify rhythm, rhyme, and be able to orally blend and segment cvc words



## C & L

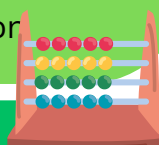


- Understand how to listen carefully and why listening is important
- Listen carefully to and engage with stories, rhymes and songs
- Begin to explore 'why' questions
- Maintain attention in whole class and small group contexts
- Stay focused on a short task
- Join in with repeated refrains and anticipate key events and phrases in stories or rhymes
- Respond appropriately when asked e.g., 'we are listening'
- Follow 1 step instructions e.g., please wash your hands for lunch
- Learn new vocabulary throughout the day
- Begin to use social phrases e.g., 'Good Morning!'
- Use talk to organise themselves and their play

## Maths



- Count objects, actions, and sounds
- Count up to 10 and down from 10
- Begin to explore the skill of subitising (recognising how many there are without counting) numbers 1-4
- Explore how numbers are all made of 1s
- Focus on the composition of 2, 3 and 4
- Explore adding numbers together to make a larger quantity
- Use language to make comparisons e.g. more than, fewer than
- Continue, copy and create repeating patterns.
- Use positional language and learn new vocabulary
- Begin to make mathematical observations within the provision



## UTW

- Describe features of their own family, talk about families in other countries across the world
- Name and describe people who are familiar to them
- Talk about members of their immediate community
- Talk about the features of their immediate environment with visual representations
- Talk about key roles people have in society both in the present and past
- Name and describe people who are familiar to them within their community e.g., police, fire service, doctor, dentist
- Describe what they see, hear, and feel outside
- Explore the natural world around them, looking for changes in the seasons
- Understand the need to respect and care for the natural environment and all living things



## PSED

- Starting school, exploring change and looking at new beginnings
- Looking at what makes us special, unique and learning 'All About Me'
- Can talk and have an awareness of own feelings
- Begin to understand how others might be feeling and why
- Know they can rely on their teachers, friends, and their 'buddy' for support
- Understand behavioural expectations and increasingly follow rules, understanding why they are important
- See themselves as a valuable individual
- Can independently organise themselves in the morning, e.g. bookbag on peg, coat on peg, water bottle in tray, self register
- Can manage their own personal hygiene
- Interested in others play and starting to join in
- Build constructive and respectful relationships
- Engage in positive interactions with adults and peers
- Play with one or more children, extending and elaborating play ideas



## EAD

- Develop storylines in their pretend play
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Create collaboratively, sharing ideas, resources and skills
- Explore colour and colour mixing
- Use different resources and techniques to make patterns
- Artist study: Jackson Pollock
- Paint in the style of Jackson Pollock and refine the style of painting

## PD



- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently
- Tools to explore: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Begin to develop the foundations of a handwriting style which is fast, accurate and efficient
- Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment
- Explore balancing, movement, reaching, stretching and travelling
- Managing our own body and develop confidence in fundamental movements
- Explore jumping, sliding and rolling
- Develop coordination and gross motor skills

