

Literacy

- Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them
- Show understanding of learnt words in a story that is read aloud to them
- Express a preference for a book, song or rhyme, from a limited selection
- Play is influenced by experience of books (small world, role play)
- Word 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 a few common exception words matched to the 'Song of Sounds' phonics programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Use appropriate letters for initial sounds
- Beginning to build simple phrases
- Orally compose a sentence and hold it in memory before attempting to write it
- Spell to write VC and CVC words independently using phase 2 graphemes
- Spell words by identifying the sounds and then writing the sound with letter/s
- Form lower-case and capital letters correctly

C & L

- Listen attentively in a range of situations
- Maintain attention during an activity
- Engage in non-fiction books
- Consider the listener and take turns to talk in conversation
- Use talk to organise play
- Begin to use past tense
- Begin to recount past events
- Learn new vocabulary
- Use new vocabulary through the day
- Connect one idea or action to another using a range of connectives
- Develop social phrases
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs

Maths

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- Begin to identify missing parts for numbers within 5
- Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- Focus on equal and unequal groups when comparing numbers
- Understand that two equal groups can be called a 'double' and connect this to finger patterns
- Sort odd and even numbers according to their 'shape'
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- Order numbers and join in with verbal counts beyond 20

UTW

- To find out about people within their own community and in other countries
- Recognise some similarities and differences between life in this country and life in other countries
- Program a BeeBot to move along a track or small world setup in a specific direction
- Recognise some environments that are different to the one in which they live e.g., Africa/Antarctica
- Draw information from a simple map
- Recognise, know, and describe features of different places and look closely at their similarities and differences
- Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them
- Describe what they see, hear, and feel outside

PSED

- Identify and moderate their own feelings socially and emotionally
- Take pride in themselves, their work, and achievements
- Can explain right from wrong and try to behave accordingly
- Can independently manage their own needs and communicate when needing support
- Can talk about healthy and unhealthy foods
- Show resilience and perseverance in the face of challenge
- Take turns to listen and speak in different contexts
- Can identify and recognise kindness and considerate behaviours of others
- Seek others to share activities and experiences
- Think about the perspectives of others and recognise the importance of saying sorry and being honest, even when it is hard

EAD

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings
- Explore and engage in music making and dance, performing solo or in groups
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Explore, use and refine a variety of artistic effects to express their ideas and feelings

PD

- Explore balance and manage own body
- To stretch, reach, and extend in a variety of ways and positions
- To control the body and perform specific movements on command
- Jump using a variety of take-offs/landings; use hands and feet in different combinations
- Participate in a variety of small group cooperative activities
- Perform rolls
- Show some body control
- Perform different jumps
- Jump using apparatus
- Travel across apparatus
- Work as part of a team
- To explore ABCs – Agility, balance and coordination. These are the foundations for all movement, and the proper development of each improves an individual's ability to run, jump, throw and catch and competently take part in a wide range of activities.

