



Respect ~Reflect ~Achieve ~Grow

<p>English Focus books: Supertato! Non-fiction (People Who Help Us). Whatever Next! And Dear Zoo Comprehension <ul style="list-style-type: none"> Retelling key events from a story and predict what might happen next. Word recognition <ul style="list-style-type: none"> Level 2 and Level 3 Phonics - recognise and match all Phase 2 sounds and begin to learn digraphs. To segment, blend and begin to read short captions. X y z zz qu ch sh th th ng ai ee igh oa oo or ur ow oi ear air ure er <ul style="list-style-type: none"> Tricky words- I, the, to, no, go, into Writing <ul style="list-style-type: none"> holding a pencil with a tripod grip forming most letters correctly to begin to write words and short sentences using their phonics knowledge </p>	<p>Maths Focus books: None the number, A Squash and a Squeeze, Room on the Broom, Six Dinner Sid. Alive in 5! <ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass and Capacity Growing 6,7,8 <ul style="list-style-type: none"> 6, 7 and 8 Making pairs Combining groups Length, Height and Time Building 9 and 10 <ul style="list-style-type: none"> 9 and 10 Comparing numbers to 10 Bonds to 10 3D Shape and Pattern Consolidation <ul style="list-style-type: none"> Recap learning </p>	<p>Religious Education From Galilee to Jerusalem From Desert to Garden</p>	<p>Expressive Arts and Design Focus artist: Henri Matisse Creating with Materials <ul style="list-style-type: none"> Using different techniques e.g., clay, collage and paint Create props for stories Talk about designs and techniques used Being Imaginative and Expressive <ul style="list-style-type: none"> Joining in, singing with familiar and unfamiliar songs Experimenting with different sounds using different instruments- children will make contrasting sounds e.g., louder, quieter, play quickly, play slowly, high, low, short sounds and long sounds. Moving to music in different ways (to the beat/pulse) Using imagination in play to make up stories </p>
<p>Communication and Language Listening and attention and understanding <ul style="list-style-type: none"> Respond to questions/ topics and forming own opinions Listening carefully to others and responding appropriately Following instructions Speaking <ul style="list-style-type: none"> Sharing ideas in a group adding detail Using full sentences in the correct tense (past, present, future) </p>	<p>Personal, Social and Emotional development Self-Regulation <ul style="list-style-type: none"> Understand and recognise the feelings of others e.g. He is feeling sad because he hurt himself Managing self <ul style="list-style-type: none"> Understanding what is healthy and what is unhealthy for us To persist when faced with challenges Building relationships <ul style="list-style-type: none"> To resolve conflicts with peers without direct adult support To build a range of friendships and listen to one another's opinions/ ideas. </p>	<p>Physical Development Gross Motor Skills <ul style="list-style-type: none"> throw and catch a large ball travel and negotiate space safely (PE lessons Dance, Gym and Games) Fine Motor Skills <ul style="list-style-type: none"> grow in confidence in using small handed tools e.g., pencils, scissors sit at a table to write drawing pictures with a purpose using shapes </p>	<p>Understanding of the world Focus books: Past and Present <ul style="list-style-type: none"> Comparing Then and Now e.g., technology, ourselves. The Natural world <ul style="list-style-type: none"> Spring Walk - to look at changes to trees etc. Comparing places (cold and hot) Forest school People, Culture and Communities <ul style="list-style-type: none"> Looking at simple maps and drawing our own Talking about different countries, cultures and traditions </p>