

SUBJECT	AUTUMN TERM – Myself	SPRING TERM – Animals	SUMMER TERM – Growth, Stories
<b>MATHEMATICS</b>	<p>Numeracy Strategy Count in order saying 1 number name for each item. Show an interest in number problems. Talk about shapes of everyday object and use them appropriately for tasks. Counts objects to 10 and beginning to count beyond 10. Select the correct numeral to 1 to 5, then 1 to 10 objects.</p>	<p>Numeracy Strategy Count an irregular arrangement of objects. Begin to count beyond 10. Show confidence and offer solutions to problems (add/subtract). Match, order, sort items by shape, space and measures. Find the total number of objects by counting all of them To recognise, create and describe patterns.</p>	<p>Numeracy Strategy Use developing mathematical ideas to solve practical problems (add/subtract, doubling, halving and sharing). Use number names and identify numerals. Use vocabulary relating to size, weight, shape and position. Using quantities and objects to add and subtract two single digit numbers and to count on or back to find the answer.</p>
<b>COMMUNICATION &amp; LANGUAGE</b>	<p><i>Listening and Attention:</i> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><i>Understanding:</i> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><i>Speaking:</i> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>		
<b>LITERACY- READING</b>	Continues a rhyming string.		

	<p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. A wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language Simple non-fiction texts including recounts</p>		
<b>LITERACY- WRITING</b>	<p>Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Continues a rhyming string. Begins to break the flow of speech into words. Can segment the sounds in simple words and blend them together.</p>	<p>Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>
<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	<p>Caring for each other: What motivates religious people to help and care for others. Myself and others: Pupils develop a sense of their own identity (each individual and our identity). Light: the importance of light as a powerful symbol in religion linked to festivals and celebrations. Festivals and celebrations: pupils should be given the opportunity to develop their understanding of the nature of celebration and significant festivals and other special times in the religious year: To demonstrate friendly behaviour, initiating conversation and forming good relationships with peers and familiar adults. To initiate conversation</p>	<p>Caring for each other: What motivates religious people to help and care for others. Myself and others: Pupils develop a sense of their own identity (each individual and our identity). Light: the importance of light as a powerful symbol in religion linked to festivals and celebrations. Festivals and celebrations: pupils should be given the opportunity to develop their understanding of the nature of celebration and significant festivals and other special times in the religious year: To be confident to speak to others about own needs, wants, interests and opinions. To explain own knowledge and</p>	<p>Caring for each other: What motivates religious people to help and care for others. Myself and others: Pupils develop a sense of their own identity (each individual and our identity). Light: the importance of light as a powerful symbol in religion linked to festivals and celebrations. Festivals and celebrations: pupils should be given the opportunity to develop their understanding of the nature of celebration and significant festivals and other special times in the religious year: To describe self in positive terms and talk about abilities.</p>

	and takes account of what others say. To be aware of the boundaries set and of behavioural expectations in the setting.	understanding and asks appropriate questions of others.	
<b>PHYSICAL DEVELOPMENT</b>	Gymnastics – space, movement, ways of travelling. Develop a sense of space. Use equipment and tools safely.	Dance – Experiment with different ways of moving. Swimming – water confidence. Develop increasing manipulative skills.	Games – small and large equipment. Move with control. Recognise importance of being healthy.
<b>EXPRESSIVE ARTS AND DESIGN</b>	Colour mixing, mixed media collage, textured work on a variety of scales. Choose colours, materials, textiles for a particular purpose. Respond to questions, discussions about aspects of work.  Build a repertoire of songs. Explore sounds of different instruments.	Colour mixing, mixed media collage, textured work on a variety of scales. Choose colours, materials, textiles for a particular purpose. Respond to questions, discussions about aspects of work. Introduces a story line or narrative into their play. Match movement to music. Begin to move rhythmically.	Colour mixing, mixed media collage, textured work on a variety of scales. Choose colours, materials, textiles for a particular purpose .Respond to questions, discussions about aspects of work. Plays cooperatively as part of a group to develop and act out a narrative. Recognise and explore how sounds can be changed. Recognise repeated sounds and patterns.
<b>UNDERSTANDING THE WORLD</b>	Life processes and living things (senses, sounds and body parts). An introduction to modelling. (ICT) Reclaimed materials: join materials to build and balance. Changes in their own lives. Comment and ask questions about where they live in the natural world. To complete simple program on a computer. To use ICT hardware to interact with age-appropriate computer software. To enjoy joining in with family customs and routines.	Materials-Examine objects and living things to find out more about them. Labelling and classifying (ICT). Construction of with paper and card using tools and techniques appropriately Differentiate between past and present of families and people they know. Observe, find out and identify features in the place they live and the natural world. To use ICT hardware to interact with age-appropriate computer software. To look closely at similarities, differences, patterns and change.	Growth and the Environment (find out and identify features of objects and events) Representing information graphically – pictograms. Select tools and techniques to shape, assemble and join. Find out about environment and talk about features the like and dislike. Differentiation between past and present of families and people they know. To select and use technology for particular purposes.