

<p>Prime Areas</p>	<p><b>Communication and Language</b> <b>30-50</b></p> <ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p><b>ELG</b></p> <p>-Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. -Children answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Costumes in home corner</li> <li>• Masks and small world figures</li> <li>• Superhero sock puppets</li> <li>• Class Superhero story to put in the book corner</li> <li>• Scaffold sentence starters - I think this because.</li> </ul>	<p><b>Physical Development</b> <b>30-50</b></p> <ul style="list-style-type: none"> <li>-Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p>Health and self-care</p> <ul style="list-style-type: none"> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Children show good control and co-ordination in large movements.</li> <li>-They move confidently in a range of ways, safely negotiating space.</li> <li>-Children know the importance for good health of physical exercise, and a healthy diet.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Superhero Wow Day - Training camp</li> <li>• Healthy Eating Day</li> </ul>	<p><b>Personal, Social and Emotional Development</b> <b>30-50</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Children are confident to try new activities, and say why they like some activities more than others.</li> <li>-Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>-Children play co-operatively, taking turns with others.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Superhero powers</li> <li>• Wow moment day each week</li> <li>• Create Superhero golden rules</li> <li>• Social stories</li> </ul>
<p>Specific Areas</p>	<p><b>Literacy</b> <b>30-50</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</li> <li>-Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>-They also write some irregular common words.</li> </ul>	<p><b>Maths - Numbers</b> <b>30-50</b></p> <ul style="list-style-type: none"> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• Records, using marks that they can interpret and explain.</li> </ul> <p><b>ELG</b></p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p>	<p><b>Maths - Space, shape and measure</b> <b>30-50</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes, and mathematical terms to describe shapes.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><b>ELG</b></p> <p>Children use everyday language to talk about size, weight, capacity, position, time and money to compare quantities and objects and to solve problems.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• 3D shapes games and songs</li> </ul>

	<p>-They write simple sentences which can be read by themselves and others.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Read a selection of stories such as Supertato, Super Daisy and the Peril of Planet Pea, Supertato Assembles.</li> <li>• Story maps, story mountains</li> <li>• Create a class book for our story area</li> <li>• Small books</li> <li>• Thank you letters</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Tens frames/fives frames</li> <li>• Part/part whole</li> <li>• Numicon for teen numbers</li> <li>• Number beads for counting past ten</li> <li>• Finding the missing numeral</li> <li>• Washing line outside to order numbers outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning, middle, end</li> <li>• Use money in real life context</li> <li>• Newspaper in Incredible shoes - linked to size and capacity</li> <li>• Time games and time hunt at home</li> <li>• Sequence activities</li> <li>• Junk modelling - Superhero houses</li> <li>• Clay - weight</li> </ul>
	<p><b>Expressive Arts and Design</b> <b>30-50</b></p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Realises tools can be used for a purpose.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><b>ELG</b></p> <p>-Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Art skills -</b></p> <p>Can cut and tear paper and card for collages Can make simple sculptures using malleable media Paints on different scales</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Junk modelling - Superhero houses</li> <li>• Superhero hideout</li> <li>• Paint a skyline - mixing colours</li> <li>• Build a superhero shield using different materials - clay</li> </ul>		<p><b>Understanding the World</b> <b>30-50</b></p> <ul style="list-style-type: none"> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>ELG</b></p> <p>-Children talk about past and present events in their own lives and in the lives of family members.</p> <p>-They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>-Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Experiment which material makes the best shield and why (paper, clay, card, fabric etc)</li> <li>• Family tree history at home</li> </ul>
Focus Areas	<p><b>RE</b></p> <p>Chinese New Year - ordinal language for the animals. Bible Stories</p>	<p><b>School Value</b></p> <p><u>Perseverance</u></p> <p>The Epiphany Running the race of life Keeping going against all odds Doing the right thing Meeting a personal challenge Encouraging others to keep going</p>	<p><b>Phonics</b></p> <p><u>Begin Phase 3</u></p> <ul style="list-style-type: none"> <li>• Learning 25 graphemes (digraphs and trigraphs)</li> <li>• Sounding out and blending to read simple VC and CVC words</li> <li>• Segmenting for writing simple VC and CVC words</li> <li>• Read high frequency words</li> <li>• Read tricky words the, I, to, go, no, he, she, we, be, me, was, you, they, all, are, my, her (that cannot be sounded out)</li> <li>• Spell tricky words <i>the</i> and <i>to</i>.</li> </ul>