

Personal, Social and Emotional Development

Relationships T5

- Characters feelings
- Learn from Dialogic stories
- Sharing in the household and at school
- Family links to stories
- At home: Play simple turn taking games. Send in observations ILD to celebrate home achievements.
- Build constructive and respectful relationships.

Changing me T6

- Changing me- simple physical changes from toddler stage
- Life cycles of animals linked to stories and Springtime.
- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others in stories and real life.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally linking them to those of characters in traditional stories.
- Think about the perspectives of others in traditional tales.

Physical Development

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming through target games through PE Passport Unit linked to Striking and fielding games.
- Develop confidence, competence, precision and accuracy when engaging in Athletics activities that involve running/jumping efficiently and different ways of landing.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines exploring simple shapes, space awareness Beats /counts of 12 up to 16.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Learn how to be a safe pedestrian.
Know and talk about the different factors that support their overall health and well-being: regular physical activity, sensible amounts of 'screen time, healthy eating having a good sleep routine and toothbrushing.
- Develop their small motor skills and mathematical spatial awareness so that they can complete 10,20- and 30-piece jigsaw puzzles.
- Using knives, forks and cutting implements correctly.
- Increased independence with clothing and shoes.

Literacy

- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop in order to retell traditional tales and describe paintings. Include finger spaces.
- Children respond to modelling of how you **read and re-read** your own writing to check it makes sense and make improvements.
- Engage in extended conversations about traditional stories and paintings of them, learning new vocabulary and reproducing their own in written and oral form.

Phonics

- Continue to learn and use digraphs and trigraphs ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ea, air, ure
- **Blending and segmenting consolidation.**
- Develop understanding of **c.v.c** and **c.c.v.c** words (Consonant, Vowel)
- **Use and read** adjacent consonants.
- **Writing focus on application of c.v.c and c.c.v.c words** into sentences.

Communication and Language

- Develop storylines in their pretend play. EAD
- Understand how to listen carefully to traditional tales and why listening is important.
- Connect one idea or action to another in stories and paintings of traditional tales, using a range of connectives, articulating their ideas and thoughts in well-formed sentences using conjunctions 'and' 'because', 'so', 'but' and 'then' and utilise when retelling tales such as Cinderella/Jack and the Beanstalk.
- Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a chocolate biscuit at break time and after that I had two puddings for lunch. I'm so full!"
- Retell stories, once they have developed a deep familiarity with the text; exact repetition and in their own words.

Religious Education

How do Christians know that children are special to God?
How do we show people they are welcome?
How are babies welcomed into the Christian family?
How do Hindu brothers and sisters show their love for each other at a festival?
How is a baby welcomed into the Muslim religion?

Understanding the World

- Talk about members of their family and community through exploring traditional tales.
- Talk about people that the children may have come across within their community who help us.
- Welly Walks- noticing changes over time
- Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space and other simple features then drawing simple maps of their immediate environment.



"Once upon a picture" F2 Term 5 and 6

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings from traditional tales in 3-D form clay tiles- building on their previous learning, refining ideas and developing their ability to represent them.
- Begin to name some 3D shapes and name 2D shape faces whilst representing story characters.
- Create collaboratively sharing ideas, resources and skills representing well known traditional stories in various media including responding to and producing music . (Pitch)
- Create textile dolls of various traditional story characters whilst learning the names and properties of some basic materials (e.g. Soft, fluffy, smooth, hard, bumpy, silky, shiny,

Mathematics

Composition of 9 and 10

Calculating within 9 and 10

Equal groups

Distributing Equally

Securing and Using Number Facts

Solving problems

- Count objects, actions and sounds.
- Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready.
- Explore the composition of numbers to 9,10 by providing a range of visual models.
- Spot and use opportunities for children to apply number bonds: "There are 6 of us but only 2 clipboards. How many more do we need?"
- Automatically recall number bonds for numbers 0-10
- Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.
- Compare length, weight and capacity using comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that."