

Personal, Social and Emotional Development

Relationships T5

- Characters feelings
- Learn from Dialogic stories
- Sharing in the household and at school
- Family links to **3 bears stories**
- At home: Play simple turn taking games. Send in WOVES via 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 including a celebration of **Olympic themed dance** 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 wellbeing**: 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

- 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 **'The Gingerbread Man'**.
- 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; some as exact repetition and some in their own words.



"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** 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, decorated embellished)

Mathematics

- 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 7,8,9,10 by providing a range of visual models of numbers: for example, six as **double** three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.
- 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 through playing hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "Seven went in the tent and 2 came out. I wonder how many are still in there?"
- 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."

Religious Education

- What is special about our world.
- Creation stories e.g. Muhammad and the Ants
- Where do we belong.
- Baptism.

Understanding the World

- Talk about **members of their immediate family** and community through exploring traditional tales.
- Talk about people that the children may have come across within their **community who help us** particularly doctors, nurses, and Covid 19 scientists.
- 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.