

	<b>Autumn 1</b> <b>Sep 4 – Oct 25</b> <b>7.5 weeks</b>	<b>Autumn 2</b> <b>Nov 4 – Dec 20</b> <b>7 weeks</b>	<b>Spring 1</b> <b>Jan 6 – Feb 14</b> <b>6 weeks</b>	<b>Spring 2 (6)</b> <b>Feb 24 – 3 April</b> <b>6 weeks</b>	<b>Summer 1 (5)</b> <b>20 April – 22 May</b> <b>5 weeks</b>	<b>Summer 2 (7)</b> <b>2 June – 17 July</b> <b>7 weeks</b>
<b>T O P I C</b>	<b>All about me</b>	<b>Do you want to be Friends?</b>	<b>What happens when I fall asleep?</b>	<b>Why do zebras have stirpes?</b>	<b>Will you read me a story?</b>	<b>Are we there yet?</b>
	<ul style="list-style-type: none"> <li>Who are we?</li> <li>Learning about each other.</li> <li>Family</li> <li>Friends</li> <li>Pets</li> <li>Emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Respect for others</li> <li>Respect of different cultures around the World.</li> <li>Exploring different cultures and religions.</li> </ul>	<ul style="list-style-type: none"> <li>The moon and stars</li> <li>Nocturnal animals</li> <li>People who work at night.</li> <li>The importance of sleep and rest.</li> </ul>	<ul style="list-style-type: none"> <li>African culture and wildlife.</li> <li>Looking after the environment.</li> <li>Growth and change.</li> <li>Plants and flowers</li> <li>Where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>Fairy tale characters</li> <li>Goodies and baddies</li> <li>Homes and castles</li> <li>Magic/fantasy</li> <li>Writing and telling stories</li> </ul>	<ul style="list-style-type: none"> <li>Different types of transport</li> <li>How things move</li> <li>Keeping safe on the pavements</li> <li>Imaginary and real journeys.</li> <li>Moving on and saying goodbye – transition to year 1</li> </ul>
<b>PSHE Jigsaw</b>	<ul style="list-style-type: none"> <li>Being me in my world</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating differences</li> </ul>	<ul style="list-style-type: none"> <li>Dreams and Goals</li> </ul>	<ul style="list-style-type: none"> <li>Healthy me</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Changing me</li> </ul>
<b>PSED</b>  <b>Personal Social Emotional Development</b>	<ul style="list-style-type: none"> <li>Settling children in.</li> <li>Setting up classroom rules and routines.</li> <li>Children use interactive feelings display during busy fingers.</li> <li>Sharing and taking turns</li> <li>As well as -----&gt;</li> </ul>					
<b>PHYSICAL DEVELOPMENT</b>	<b><u>Moving and Handling</u></b>					
	<ul style="list-style-type: none"> <li>Morning Busy Fingers - Developing fine motor/muscle control.</li> <li>Dough disco – exercise for fingers to improve fine motor control and gross motor skills.</li> <li>Weekly PE lessons including gymnastics and ball skills to develop gross and fine motor skills. (Scheme followed for PE – KeyPE Sports)</li> <li>Using the outdoors area, apparatus and equipment.</li> <li>Getting dressed for PE independently.</li> <li>Using and storing tools and equipment safely and with purpose.</li> <li>Pencil grip and scissor control</li> <li>Letter Formation</li> </ul>					
<b><u>Health and Self-care</u></b>						
<ul style="list-style-type: none"> <li>Building on independent hygiene habits to clean and look after themselves.</li> <li>Using the toilet, keeping clean and dry during the day.</li> <li>Washing up before and after eating. (Establishing snack and lunch routines)</li> <li>Selecting lunch daily.</li> <li>Can explain the importance of good health including physical exercise, healthy diet, talk about ways to keep healthy and safe.</li> </ul>						

# E N G L I S H

## Communication and Language

- Developing listening and attention skills.
- Weekly news, show and tell
- Following instructions
- Using past, present and future tenses.
- Understanding how and why questions
- Recognising and writing their name
- Guided reading sessions
- Stories, songs, rhymes and poems enjoyed daily.
- Asking and answering questions
- Using language to imagine and recreate roles and experiences in play situations
- Builds up vocabulary that reflects the breadth of their experiences.
- Mark making.
- Reading and writing labels, lists, captions and sentences
- Sign Language

## KEY WORDS

Each week your child will be sent home with a set of key words to practise for the week. Key words are the most frequently used words in written English. Learning just 100 key words on sight allows a child to read 50% of virtually any text. Key word recognition together with a good knowledge of basic phonics is essential for your child's reading to really take off. Please help by practicing to spell these words with your child. Thank you.

<p><u>PHONICS- Recap Phase 1 – Sound discrimination.</u>  <u>Phase 2 – Set 1:</u> s, a, t, p    <u>Set 2:</u> i, n, m, d  <u>Set 3:</u> g, o, c, k    <u>Set 4:</u> ck, e, u, r  <u>Set 5:</u> h, b, f, ff, l, ll, ss                  And phase 2 tricky words.  <u>Oral blending and segmenting CVC/CCVC words</u></p>	<p>Recap Phase 2  <u>Phase 3 Set 6:</u> j, v, w, x    <u>Set 7:</u> y, z, zz, qu  <u>Consonant digraphs:</u> ch, sh, th, ng  <u>Vowel digraphs:</u> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er                  Phase 3 tricky words.</p> <ul style="list-style-type: none"> <li>• Teach and practise reading and spelling tricky and HFW's</li> <li>• Applying phonic knowledge – constructing/ substituting sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Recap Phase 2 and 3 Phase 4</li> <li>• Teach and practise reading and spelling tricky and HFW's</li> <li>• Applying phonic knowledge – constructing/ substituting sentences</li> <li>• Teach and practise reading and spelling tricky and HFW's</li> </ul>
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CVC and CCVC words explained - C stands for "consonant" (all letters excluding vowels), V for "vowel". (a,e,i,o,u)  
 A CVC word is a word that is made up of a consonant, vowel and consonant sound. *Cat, hot, tip, man and hut* are all CVC words.  
 CCVC words include: 's-t-o-p', 'f-l-i-p' and 'p-l-a-n'.

# M A T

<p><u>Numbers –</u></p> <ul style="list-style-type: none"> <li>• Counting up to 10 objects</li> <li>• Ordering numbers to 10</li> <li>• Says the number that is between two numbers to 10</li> <li>• Says the number that is one more than a given number to 10.</li> <li>• Counting Forwards and backwards to 10.</li> <li>• Bonds to 10.</li> </ul> <p><b><u>Once bonds to 10 secure:</u></b></p> <ul style="list-style-type: none"> <li>• Counting up to 20 objects</li> <li>• Ordering numbers to 20</li> <li>• Says the number that is between two numbers to 20</li> </ul>	<p><u>Numbers –</u></p> <ul style="list-style-type: none"> <li>• <b><u>Recapping previous terms learning.</u></b></li> <li>• Securing number knowledge to 20.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Finds the number of items left in a group when an amount is removed by counting what is left.</li> </ul> <p>In practical activities and discussion, beginning to use the vocabulary involved in;</p> <ul style="list-style-type: none"> <li>• adding</li> <li>• subtracting</li> <li>• Using a number line.</li> <li>• Count on and backwards to find the</li> </ul>	<p><u>Numbers –</u></p> <ul style="list-style-type: none"> <li>• <b><u>Recapping previous terms learning.</u></b></li> <li>• Exploring numbers beyond 20</li> <li>• Sharing</li> <li>• Counting in 5.</li> <li>• Counting in 10.</li> <li>• Solving problems by grouping items into groups of                         <ul style="list-style-type: none"> <li>- 5</li> <li>- and 10.</li> </ul> </li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> <li>• Subitizing.</li> </ul>
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<b>H M A T H</b>	<ul style="list-style-type: none"> <li>Says the number that is one more than a given number to 20.</li> <li>Counting Forwards &amp; backwards to 20.</li> <li>Can compare two sets of objects using language - more than, less than / fewer.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Subitizing.</li> </ul>	<ul style="list-style-type: none"> <li>answer.</li> <li>Doubling</li> <li>Halving</li> <li>Exploring numbers beyond 20</li> <li>Subitizing.</li> </ul>	
	<p><i>Subitizing means “instantly seeing how many.” Math educators have discovered that the ability to see numbers in patterns is the foundation of strong number sense</i></p>		
	<p><b><u>Shape, Space and Measure –</u></b></p> <ul style="list-style-type: none"> <li>2D and 3D shapes.</li> <li>Positional language</li> <li>Talks about size.</li> <li>Orders items by length or height.</li> <li>Orders items by weight or capacity.</li> <li>Creates repeated pattern</li> <li>Symmetry</li> <li>Build Models</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time simply.</li> </ul>	<p><b><u>Shape, Space and Measure –</u></b></p> <ul style="list-style-type: none"> <li>Recap on previous learning</li> <li>2D and 3D shapes to create patterns</li> <li>And models</li> <li>Orders 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> <li>Uses everyday language to talk about distance</li> </ul>	<p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>Recap on previous learning</li> <li>Create models</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> <li>Uses everyday language to talk about distance</li> </ul>
<b>UNDERSTANDING OF THE WORLD</b>	<p><b><u>People and communities</u></b></p> <ul style="list-style-type: none"> <li>Children can talk about what makes them and their families special and unique.</li> <li>They can talk about family routines, customs and special occasions.</li> <li>Children can talk about and are sensitive to similarities and differences between themselves and others, and among communities and traditions.</li> <li>They show an interest in different occupations and ways of life.</li> <li>Understands British values as well as values from other communities.</li> </ul>		
	<p><b><u>The World</u></b></p> <ul style="list-style-type: none"> <li>Talks about why things happen and how things work.</li> <li>Looks closely at similarities and differences in relation to places, objects, materials and living things.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</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>Shows care and concern for living things and the environment.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>		

	<p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• Knows how to operate simple technological equipment.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras.</li> <li>• Uses ICT hardware to interact with age-appropriate programmes.</li> <li>• Completes a simple program on a computer or iPad.</li> </ul>
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p>	<p style="text-align: center;"><b><u>Exploring and using materials. Being Imaginative.</u></b></p> <p><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p> <ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> <li>• Engages in imaginative role-play</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Create simple representations of events, people and objects.</li> </ul> <p style="text-align: center;"><b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed, colour mixing.</li> <li>• Understands that different and various media can be combined to create, build and construct new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>