#### Communication and Language

\* Children learn how to listen effectively and listen attentively in a range of situations, giving attention to what others say and respond appropriately.

 $\star$  Children form better understanding of language and vocabulary and follow instructions of increasing complexity

\* Children develop their understanding of speech, allowing them to use past and present tenses confidently and accurately to explain things that have happened and things that will happen.

\* Children develop a greater range of vocabulary from stories, non fiction texts, rhymes and poems.

## Literacy

#### Reading:

- \* Blend words to read, using taught sounds.
- \* Read sentences using taught sounds with increasing fluency and expression.
- \* Retell stories, predict and talk about key events using retrieval and prediction skills.
- \* Recall facts from information texts
- \* Use new vocabulary from books in different situations.
- \* Develop a sense of enjoyment for reading.

#### Writing:

- \* Write most letters correctly, holding my pencil effectively in a tripod grip
- \* Write words with taught sounds and letters I know
- \* Write readable simple captions and sentences, developing own ideas.

### **Physical Development**

- $^{\star}\,$  Negotiate space and obstacles safely, with consideration for self and others.
- $\mbox{ *}$  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- \* Demonstrate strength, balance and coordination
- \* Move energetically in different ways.
- \* Plays a variety of ball games can kick, pass, bounce, bat, aim, catch and throw a ball.
- \* Develop confidence, competence, precision and accuracy.
- \* Cutting skills.
- \* Use cutlery
- \* Hold a pencil effectively using the tripod grip in almost all cases

# PSHE

 ${}^{\star}$  Children develop understanding of rules and expectations in different situations.

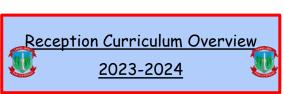
\*Develop confidence to discuss and share ideas, thoughts and experiences in groups of differing sizes.

\* Children learn to interact, share and develop positive friendships, considering the ideas and feelings of others and begin to negotiate.

Being Me In My World - Self- identity, feelings, rights and responsibilities

**Celebrating Difference** – Being special, family and friends **Dreams and Goals** – Persevering, seeking help, having goals. **Healthy Me** – keeping myself healthy, clean and safe. **Relationships** – belonging to a family; making and being a good friend.

Changing Me - Our bodies, changes in me, Celebrations.



#### Mathematics

- \*Subitise ( recognise quantities without counting) up to 5.
- \* Automatically recall ways to make 5 including some subtraction facts.
- \* Have a secure understanding of numbers within 10.
- \* Count beyond 20, .recognising patterns beyond this.

 $^{\star}$  Recognise when quantities are greater, less than or the same within 10..

Identify and continue pattern..

- \* Recognise number patterns including odd and even, doubles, halves, sharing.
- \* Identify basic shapes and talk about properties,
- \* Directly compare different heights, length, capacity and mass.
- \* Positional language..

### Understanding of the World

\*Learn about ourselves, bodies, senses and identify changes.

- \* Talk about family and people in the community and their roles and recognise how lives have changed through themes such as toys and transport or people who help us.
- $\star$  Explore and observe the natural world using what I know from stories/ non-fiction.
- \* Children will observe our school and the Lickey hills through each season.
- \*Talk about where we live comparing images of Lickey/Cofton Hackett today and in the past.
- \* Look at maps and google earth..
- \* Make observations of animals and plants and use these observations to draw pictures

\*Compare and contrast the natural world around me with different environments including colder climates, the countryside, the seaside and under the sea.

\* Explore different materials and forces and observe changes.

\*Recognise similarities and differences and compare different cultures and festivals'  $% \left( {{{\left[ {{{{\bf{n}}_{{\rm{c}}}}} \right]}_{{\rm{c}}}}} \right)$ 

RE

Why is Christmas special for Christians? Why is Easter special for Christians? Which places are special and why? Being special, where do we belong?

### Expressive Arts and Design

- ${}^{\star}$  Use imagination to form simple images from given starting points or own ideas.
- \* Create, build and sculpt with a range of 2D and 3D.materials.
- \* Use different tools- scissors, glue, tape, hand printing, sponges.
- \* Draw and paint developing use of line and colour to observe or represent own ideas.
- \* Explore different artists and techniques eg Pollock, Kadinsky.
- \* Continue a steady beat. Recognise and respond to rhythm.
- \* Suggest and create different sounds for different movements using instruments, bodies or voice.
- \* Learn a range of songs and rhymes.
- \* Perform songs and dance.
- \* Retell and create different stories.
- \* Share and talk about their work..
- $\boldsymbol{*}$  Recognise where food comes from and food hygiene.
- \* Explore different mechanisms. Make a moving vehicle.