

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Engage in non-fiction books.
- Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Be confident to try new activities.
- Manage own basic hygiene and personal needs.
- Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals.
- Confident to try new activities.
- Explain the reasons for rules.

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop fine motor skills.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to Song of Sounds phonic programme.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.
Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending
Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Transport, Animals,
Growth & Change,
Our World



- Continue copy and create repeating patterns.
- Explore length, weight and capacity.
- Locate numbers
- Subitise with and beyond 5
- Form numbers correctly
- Ordering numbers
- Counting sequence
- Comparing numbers and groups
- Counting forwards and backwards
- Exploring shapes
- Naming some 2D and 3D shapes
- One more than/One less than a given number
- Addition practically
- Days of the week / Months of the year

Recognise some environments that are different to the one in which they live.
Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understand that some places are special to members of their community.

Describe immediate environments.

Similarities and difference between religious and cultural communities.

Draw information from a simple map.

Explain similarities and differences between life in this country and life in other countries.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Make use of props and materials when role playing characters in narratives and stories.
- Create collaboratively sharing ideas, resources and skills.
- Share their creations, explaining the process they have used.

- PTA disco
- Mother's Day Assembly Performance
- Visits from Police Car & officer - Fire crew & engine - Local Aston Farmer with Tractor - Paramedic with equipment - Local Vet with dog
- Trip to church - visit the grounds
- Real life animal observations / experiences