

Personal Social and Emotional Development



I will learn to...

- Know and talk about the different factors that support their overall health and wellbeing
- Select and use resources independently
- Form positive attachments to adults and form friendships with peers
- Give focused attention to what the teacher says
- Follow class routines and rules eg line up
- Eat with other children following mealtime rules
- Show good manners, please, thank you
- Give eye contact
- Give a reason for having a rule
- Manage dressing
- Talk about members of their community
- Explain why they feel certain emotions.
- Follow instructions involving several ideas or actions.
- Build constructive and respectful relationships with peers and adults*
- Try to do the right thing rather than the wrong thing

Physical Development



I will learn to...

- (Ongoing) Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines - with specifically taught PE lessons in DANCE
- (Ongoing) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Communication & Language



I will learn to...

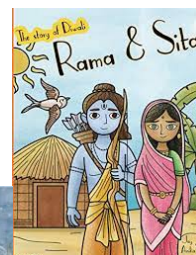
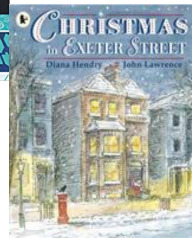
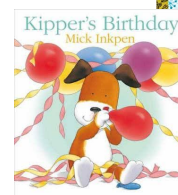
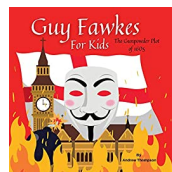
- To understand how to listen carefully and why listening is important.
- listen to and follow two part instructions
- Use new vocabulary throughout the day.
- know when it is their turn to speak in small group, classroom one-to-one
- To use social phrases.
- To listen and talk about stories to build familiarity and understanding.
- To listen carefully to rhymes or songs paying attention to how they sound.
- To engage in storytime.
- To engage in non-fiction books.
- Think out loud to work things out





Buzz Words


Guy Fawkes, London, bonfire, fireworks, safety, religion, celebrate, Hannukah, festival, Judaism, candles, birthdays, party, Diwali, Hindu, India, light, Rama and Sita, Advent, Christmas, Christians, Jesus, Bethlehem, manger.

Collective worship Christian value: JOY

Top Texts-



Literacy 	Maths 	Understanding the World 	Expressive Arts and Design 
<p>I will learn to...</p> <ul style="list-style-type: none"> Encourage children to use stories they hear in their play, using pictures, toys, small world objects within role-play, real objects and puppets. re-read books to build confidence in word reading, their fluency and their understanding and enjoyment. pick out familiar words and labels in the classroom identify the main events, setting and principle characters in a book they have been read. infer character feelings using pictures infer character's feelings through linking them to own write labels segment the sounds in simple words Blend sounds into words, so that they can read short words made up of known graphemes Read a few common exception words 	<p><u>With a focus on 4 and 5</u>, I will learn to...</p> <ul style="list-style-type: none"> Represent, count and subitise up to 5 objects Make different arrangements of numbers within 5; say what they see to develop subitising skills Spot smaller numbers 'hiding' inside larger numbers Connect quantities and numbers to finger patterns Hear and join in with the counting sequence, and connect this to the 'staircase' pattern Develop counting skills and knowledge, eg. the need for 1:1 correspondence. Compare sets of objects by matching Begin to develop the language of 'whole' when talking about objects which have parts Use positional language eg. top, bottom, middle, between, inside Describe relative position such as 'behind' or 'next to' or 'in front' See how a shape can have other shapes within it eg. two triangles can make a square (Continued) Use everyday language related to time Recognise, describe and continue simple repeating patterns involving numbers or shapes 	<p>I will learn to...</p> <ul style="list-style-type: none"> Talk about celebratory events in the past such as Guy Fawkes, the first Menorah, the first Christmas. Know that we do different things at different times of the day and different times of the year. Know some events happened before they were born. Talk about familiar experiences and how things may have differed in the past. Know some events happened beyond living memory. Describe what they see, hear and feel whilst outside. Note and record the weather and seasonal features Observe and interact with light travelling through transparent material and an object casting a shadow. Observe and interact with magnets attracting an object. Explore the natural world around them Know that Christians believe God came to Earth in human form as Jesus (at Christmas) Know that Christians believe Jesus came to show that all people are precious and special to God. Respond to a story about a celebration or festival. 	<p>I will learn to...</p> <ul style="list-style-type: none"> Select materials appropriately Sculpture - mould dough (and clay) into different shapes by pinching, rolling, stretching and squeezing. Draw scribbled straight and curved lines Sing in a group or on their own, increasingly matching the pitch and following the melody* Listen attentively, move to and talk about music, expressing their feelings and responses* In DT, develop their own ideas and with support consider how they will achieve their aims Use the language of designing and making (join, build, shape, mix, weave, longer, shorter, heavier etc.) Use senses to describe food Practise stirring, mixing, pouring Use sellotape and glue Watch and talk about dance and performance art, expressing their feelings and responses

