



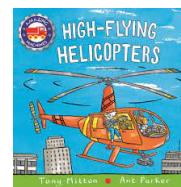
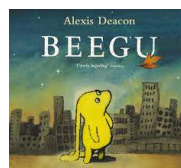
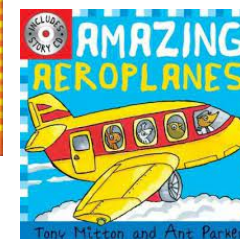
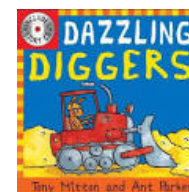
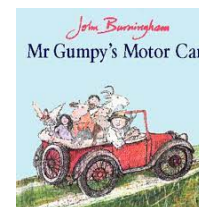
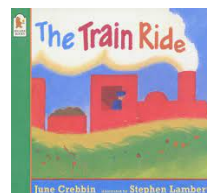
Personal Social and Emotional Development	Physical Development 	Communication & Language 
<p><b>Heartsmart - "Too much selfie isn't healthy!" I will learn to...</b></p> <ul style="list-style-type: none"> <li>know we need physical activity, sleep, rest, choose the right foods and brush our teeth to be healthy</li> <li>show resilience and perseverance in the face of challenge set and work towards simple goals</li> <li>see themselves as a valuable individual</li> <li>form positive attachments to adults form friendships with peers</li> <li>Express their feelings and consider others' feelings</li> <li>Think about the perspectives of others</li> <li>show sensitivity to others' needs</li> <li>know we need sensible screen time to be healthy</li> <li>know we need to stay on the pavement</li> <li>be a safe pedestrian</li> <li>follow rules for holding hands and crossing the road when walking</li> <li>know we need to stop quickly on a scooter / cycle</li> </ul>	<p><b>I will learn to...</b></p> <ul style="list-style-type: none"> <li>(Ongoing) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Eg. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Further develop and refine a range of ball skills eg: throwing, catching, kicking, passing, batting, aiming.</li> <li>(Ongoing) Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>know the importance of healthy eating, personal hygiene such as toothbrushing for overall wellbeing</li> <li>follow rules in a game</li> <li>try again if they do not succeed.</li> <li>make simple decisions in response to a situation.</li> </ul>	<p><b>I will learn to...</b></p> <ul style="list-style-type: none"> <li>To listen attentively</li> <li>use new vocabulary in different contexts including daily and weekly routines, imitate heard popular language.</li> <li>To use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</li> <li>To describe events in some detail using pictures/prompts</li> <li>Repeat chunks of a story they know well some as exact repetition and some in their own words</li> <li>To listen and talk about stories to build familiarity and understanding.</li> <li>ask questions to check their understanding of what has been said.</li> <li>know when it is their turn to speak</li> <li>Take part in acting out imagined situations.</li> <li>To engage in non-fiction books.</li> <li>able to group and name members of a category and suggest possible category names</li> </ul>

## Buzz Words



Space, rocket, launch, alien, journey, map, transport, vehicles, wheels, tyres, bumpers, propellers, wings, hood, roof, steering, direction, travel, distance, speed, up, down, left, right, sacred, holy, precious.

## Top Texts-



As well as plenty more fiction, non-fiction and poetry every day.

**Enrichment:** Trip to Bournemouth Aviation Museum, TBC police visit re: road safety, TBC dentist visit to tell us about brushing teeth.

## LOVE INSPIRATION COURAGE RESPECT

Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>I will learn to...</p> <ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound &amp; say sounds for them.</li> <li>spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>write captions</li> <li>draw out common themes such as kindness, bravery and link them to their own experiences</li> <li>infer character's feelings through linking them to own</li> <li>Re-read books to build confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>use clearly identifiable letters to write a word that can be read by others</li> <li>identify main events, setting and principle characters in a familiar story</li> <li>Read a few common exception words in the phonic programme.</li> </ul>	<p>I will learn to...</p> <ul style="list-style-type: none"> <li>continue to develop their subitising</li> <li>skills for numbers within / beyond 5</li> <li>and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit'</li> <li>to finger patterns and the Hungarian number frame</li> <li>use 'more than' and 'fewer than' to describe quantities</li> <li>use the words 'an equal number' to say when there is the same number of items in 2 sets</li> <li>compare weight, using comparative language, such as 'heavier than'</li> <li>use comparative language to group objects (mass and weight)</li> <li>compare capacity, using comparative language, such as 'than'</li> <li>use comparative language to group objects (area and volume)</li> <li>create simple repeating patterns involving numbers or shapes</li> <li>answer questions by choosing and using suitable equipment- eg. using tens frames and number tracks.</li> </ul>	<p>I will learn to...</p> <p>Geography:</p> <ul style="list-style-type: none"> <li>Know how to follow instructions that include prepositions: behind, under, beside.</li> <li>How to draw a simple map from a story.</li> <li>To know people live in houses and there are towns and cities.</li> <li>Vocabulary: behind, under, beside</li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>(Ongoing): To know that we do different things at different times of the day and different times of the year.</li> <li>To know that photos, stories, artefacts and accounts are ways of showing what happened in the past.</li> <li>Vocabulary: modern old</li> </ul> <p>Science (Transport and winter):</p> <ul style="list-style-type: none"> <li>Ongoing: Describe what they see, hear and feel whilst outside.</li> <li>Choose materials to build with.</li> <li>Understand some of the changing states of matter.</li> <li>Explain why things work and why they happen</li> <li>Ongoing: note and record the weather and seasonal features</li> <li>Ongoing: Explore the natural world around them</li> <li>Vocabulary: wood, plastic, water</li> </ul>	<p>I will learn to...</p> <p>In Art:</p> <ul style="list-style-type: none"> <li>Explore the work of Wassily Kandinski - Circles</li> <li>name the primary colours</li> <li>explain what was made and how</li> <li>Drawing: add detail to drawings, make thick and thin lines</li> <li>Painting: use hands, brushes and other natural / man-made tools and create some recognisable shapes and features e.g a rainbow</li> </ul> <p>In Music:</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups</li> <li>Sing a range of well known nursery rhymes and songs</li> <li>listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul> <p>In DT:</p> <ul style="list-style-type: none"> <li>select appropriate resources</li> <li>use the language of designing and making (join, build, shape, mix, weave, longer, shorter, heavier etc.)</li> <li>use scissors safely to cut paper, use sellotape and glue, use a hole puncher</li> <li>Build for a purpose using cardboard and other materials</li> </ul> <p>Know that: Fruit and vegetables are healthy, too much sugar is not healthy Eating well contributes to good health</p>

RE

"Live a Life of Love, just as Jesus loved us"

Participate in collective worship time through listening, singing and discussions. Precious and Holy Things. What sort of things might be precious to people and why?

Learn about stories about Jesus showing our school values . LOVE INSPIRATION COURAGE RESPECT

