



<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Number</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p style="text-align: center;">Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Reading</p> <p style="text-align: center;">Reading Comprehension</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p style="text-align: center;">Word Reading</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p style="text-align: center;">Writing</p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Listen to and hear the sounds in CVC, CVCC and CCVC words Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. Spell some taught common exception/ high frequency and familiar words.</p>
<p style="text-align: center;">Communication and Language</p> <p>Understand how to listen carefully and why listening is important. (C&L)</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.(C&L)</p> <p>Listen to and talk about stories to build familiarity and understanding. (C&L)</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. (C&L)</p> <p>Learn new vocabulary. (C&L)</p> <p>Use new vocabulary through the day. (C&L)</p> <p>Use new vocabulary in different contexts.(C&L)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay (ELG LIT C)</p>	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>I know the differences between the seasons.</p> <p>I know how the seasons change.</p> <p>I know that animals and humans change in appearance over time.</p> <p>I know the life stages of humans.</p> <p>I know a baby is made by a woman and a man and grows in a mother's tummy.</p> <p>I know all families are different.</p> <p>I know the differences between babies, children and adults.</p> <p>I know we are all unique.</p> <p>I know the anatomical names for parts of the body, including the reproductive parts eg. penis, vulva. (NSPCC recommended age for this is 3/4) I know which parts of my body are private.</p>

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<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Athletics/ Sports' Day Skills</p> <ul style="list-style-type: none"> • I can safely run on whole feet. • I can vary pace depending on distance. • I can do a basic jump and hop • I can throw a bean bag towards a target 	<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;">Exploring mixing colours/Paint my World</p> <p style="text-align: center;">Explore the properties of clay.</p> <p>Use modelling tools to cut and shape soft materials eg. playdough, clay.</p> <p style="text-align: center;">Select and arrange natural materials to make 3D artworks.</p> <p style="text-align: center;">Talk about colour, shape and texture and explain their choices.</p> <p style="text-align: center;">Plan ideas for what they would like to make.</p> <p>Problem-solve and try out solutions when using modelling materials.</p> <p style="text-align: center;">Develop 3D models by adding colour.</p>	<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">Comparing different localities around the world</p> <p style="text-align: center;">Maps of around the world/Seasonal changes</p> <p>Begin to notice and talk about the different places around the world</p> <p>Record observations about the way the local environment changes throughout each season</p> <p>Collect simple geographical data during fieldwork activities</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p style="text-align: center;">All about me/new beginnings</p> <p>Explain some things I have done/learned/ enjoyed this year</p> <p style="text-align: center;">Explain how seeds grow into new plants</p> <p style="text-align: center;">Explore my next/new classroom (Year 1)</p> <p style="text-align: center;">Find out who my new teacher/s will be</p>
<p>Modern Foreign Languages</p> <p>Les Sports</p> <ul style="list-style-type: none"> • Use French language taught previously. • Learn the language of sports, including “Je joue” (“I play”) • Play games and perform mimes of sports language 		
<p style="text-align: center;">Curriculum enrichment – additional opportunities, visits and / or visitors.</p> <p style="text-align: center;">Whole School Assemblies Library Visits Visits to the Forest Cotswold Wildlife Park trip</p>	<p style="text-align: center;">How can you help your child this term?</p> <ul style="list-style-type: none"> • Use the weekly F1 Newsletters to help discuss what your child has been doing at school. <ul style="list-style-type: none"> • Practise the new phonic sounds we will be learning • Practice writing simple words using the sounds they can hear. <ul style="list-style-type: none"> • Read their reading book as much as you can. • Read stories together at home as much as possible. • Practise counting and recognising numbers at home and around the immediate environment. 	

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