Physical Development skills

To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.

To independently write their name.

To confidently use scissors and other tools safely.

To mark make using a comfortable grip when using pencils and pens.

Knowledge

To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.

To successfully take part in group games with support from an adult.

To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.

PSED skills

To gain enough confidence to talk to adults and peers.

To begin to be assertive towards others where necessary.

**Knowledge**

To know how to talk politely and develop an understanding of what is appropriate.

To know that it is OK to challenge others, but they must remember to always be kind.

To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.

Communication and language Autumn 2 skills

To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.

To be able to answer questions and share opinions using the relevant vocabulary.

To be able to talk about the setting, characters and the structure of the story with confidence.

Knowledge

To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.

To use the words they know appropriately to organise themselves and their play.

Summer 2

Literacy skills

Lots of Fred games focussing on oral blending.

Children are able to identify initial sounds and blend familiar CVC words.

Make predictions about a story using the relevant vocabulary with independence.

To mark make for a purpose and be able to talk about the marks.

Knowledge

To identify CVC words orally.

To be able to segment sounds in CVC words.

To know that letters make sounds.

To join in with repetition within stories.

To engage in extended conversations about stories.

RWI: Continue to introduce two sounds a week.

Introduce writing sounds.

Fred talk – physical cards available.

HA – Introduce one sound per day and introduce 1.1 green words.

Maths skills

To count, order and recognise numbers to 10, in and out of sequence.

To name and describe 2D shapes.

To name some common 3D shapes and properties.

To compare and order objects according to their size and distance.

To develop fast recognition of numbers.

To use relevant mathematical vocabulary when talking about learning.

To begin to describe a sequence of events accurately.

To recall simple facts about a familiar journey.

To show an awareness of positional language such as under/behind/ next to/over/ on top of.

Knowledge

To subitise to 6.

To learn vocabulary linked to describing size and distance.

To be able to say number names forwards and backwards to 15.

To remember the order in which things happen.

To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”.

Understanding the world Skills

To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for.**(Science Link)**

Make comparisons between habitats of farm animals and wild animals.**(Science Link)**

Children to talk about significant events in their life with confidence.**(History Link)**

To explore materials which will float and which will sink **(Science Link)**

Make own habitats using a range of resources.  **(Science/Art Link)**

To use the ipad to complete a simple task.

**(Computing Link**

Knowledge

To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums . **(Science Link)**

Wild animals live in forests/jungles/ safari and sometimes zoo’s or aquariums.**(Geography Link)**

To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket.**(Science/ Geography Link)**

To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.**(Science/ Geography Link)**

To know how to test whether materials will float or sink**(Science Link)**

Knows how to operate simple equipment. **(Computing Link)**

To know the difference between farm animals and wild animals.**(Science Link)**

Expressive arts and design skills

Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. **(Music Link)**

To listen to music and create movements to the different beats.**(Music/PE Link)**

To construct with bricks and blocks to make an enclosure. **(DT Link**

Explore different materials freely, using them with a purpose.

**(Art Link)**

Beginning to be interested in and describe the texture of things.

**(Art Link**

**Knowledge**

To know that body movements can be changed depending on the rhythm to achieve a desired effect.**(Music Link)**

To know that different construction toys can be used to make new things that can be used in pretend play. **(Art/DT Link)**

To show confidence in choice of media when creating a model or picture. **(Art Link)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Theme | Farms / animals | |  | | | | Trips/ visitors  Tam o shanters | |
| PSED | Communication and language | Physical | | Literacy | Maths | Understanding the world | | Expressive arts |
|  | Whats in the box game encourage children to ask questions and take turns at hidong animal and answering questions | Self care, washing bathing | | Learn mrs wishy washy and add actions  Change the story to different animals  Dear zoo- story paths with different animals. | Positional language- spot the dog  Look at maps of farm- what is nehind barn etc  Look at map of tam o shanter and talk about route we took.  3d shapes roll/ not roll | Learning about farms and what comes from different animals  Wooly jumper- <https://www.youtube.com/watch?v=41jx0Ljy23A>  Eggs-  <https://www.youtube.com/watch?v=swQujfPhXd0>  Maps of the farm  Zoo animals and origins, comparing zoo and farm animals. | | Build different structures to contain different zoo/ farm animals  Animal dancing |