


<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> To engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. <p>Word reading</p> <ul style="list-style-type: none"> To begin to link sounds to some frequently used digraphs, e.g. sh, th, ee. To begin to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. <p>Writing</p> <ul style="list-style-type: none"> To use their developing phonic knowledge to write things such as labels and captions and simple sentences. To form lower case and capital letters correctly. To use a capital letter and full stop. To re-read what they have written to check that it makes sense. <p>GPAS</p> <ul style="list-style-type: none"> To count the words in a sentence. To expand use of known verbs during PE and other play activities. 	<p>Communication and Language</p> <p>Listening, attention and understanding</p> <ul style="list-style-type: none"> To indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. To understand questions such as who; why; when; where and how. To ask questions to find out more and to check they understand what has been said to them. To engage in non-fiction books. To listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Speaking</p> <ul style="list-style-type: none"> To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. 	<p>Maths</p> <p>To 20 and beyond</p> <ul style="list-style-type: none"> Build numbers and continue patterns beyond 10 Continue patterns beyond 10 Verbal counting beyond 20 <p>How many now?</p> <ul style="list-style-type: none"> Add and subtract more How many did I add/takeaway? <p>Manipulate compose and decompose</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes for a purpose Compose and decompose shapes Copy 2d shape pictures Find 2d shapes within 3d shapes 	
<p>Phonics – Phonemes</p> <ul style="list-style-type: none"> Re-cap and Revise Basics 2 and 3 Basics 4 CVCC Polysyllabic words CCVC and Polysyllabic CCVCC 	<p>Phonics – Tricky words</p> <ul style="list-style-type: none"> 'were' 'what' 'like' 'have' 'there' 'here' 'said' 'one' 'house' 'when' 	<p>Robin Class Term 5 Let's Explore</p> 	<p>Understanding the World</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Know and talk about the different factors that support their overall health and wellbeing – amount of screen time.
<p>SMSC</p> <p>PSED</p> <ul style="list-style-type: none"> Making relationships, Managing feelings/behaviour & Self confidence/awareness <p>RE</p> <ul style="list-style-type: none"> Celebrations: How do people celebrate? Hinduism 		<p>Music</p> <p>Sing well known songs and rhymes including songs related to areas of study in the classroom</p> <p>Respond to music with movement and singing</p> <p>Begin to suggest sounds to contribute to a class composition</p>	
<p>Expressive Arts and Design</p> <p>Creating with materials</p> <ul style="list-style-type: none"> To develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. To express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<p>Physical – Ball skills</p> <ul style="list-style-type: none"> Physical: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball Social: co-operation, supporting others Emotional: honesty, perseverance Thinking: using tactics, decision making 	<p>Characteristics of Effective Learning</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> To show curiosity about objects, events and people To try new activities Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements 	

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