


<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>To demonstrate understanding of what has been read by retelling stories and narratives,</li> <li>To anticipate key events in stories.</li> <li>To use and understand recently introduced vocabulary.</li> </ul> <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>To say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>To read words consistent with their phonic knowledge by sound-blending.</li> <li>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed.</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>To write simple phrases and sentences that can be read by others.</li> </ul> <p><b>GPAS</b></p> <ul style="list-style-type: none"> <li>To make corrections to pupil's oral and written errors, with a focus on oral correction e.g. We come out to play; You came out to play did you?</li> </ul>	<p><b>Communication and Language</b></p> <p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>To introduce a storyline or narrative into their play.</li> </ul>	<p><b>Maths</b></p> <p><b>Sharing and Grouping</b></p> <ul style="list-style-type: none"> <li>Explore sharing and grouping</li> <li>Even and odd</li> <li>Play with and build doubles</li> </ul> <p><b>Visualise, build and Map</b></p> <ul style="list-style-type: none"> <li>Identify and create own patterns</li> <li>Visualise and describe positions</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>Patterns and relationships</li> </ul>	
<p><b>Phonics – Phonemes</b></p> <ul style="list-style-type: none"> <li>Basics 4</li> <li>CCVCC</li> <li>Polysyllabic words</li> <li>CCVCC and CCCVCC</li> <li>Re-cap Basics 4</li> <li>Re-cap all HFW</li> <li>Re-cap all HFW</li> <li>Re-cap Basics 4</li> </ul>	<p><b>Phonics – Tricky words</b></p> <ul style="list-style-type: none"> <li>'our' 'your'</li> <li>'love' 'school'</li> <li>'then' 'that' 'this' 'them'</li> <li></li> </ul>	<p><b>Robin Class</b> <b>Term 6</b> <b>Let's Explore</b></p> 	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Past and Present – To know some similarities and differences between things in the past and now.</li> <li>People, Culture and Communities – To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>The Natural World – To explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>
<p><b>SMSC</b></p> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Making relationships, Managing feelings/behaviour &amp; Self confidence/awareness</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>Special people: What makes people special? Christianity &amp; Judaism</li> <li>Special places: What makes places special? Christianity, Islam and Judaism</li> </ul>		<p><b>Music</b></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>Suggest sounds to contribute to a class composition related to areas of study in the classroom</p> <p>Share ideas and perform to peers</p>	
<p><b>Expressive Arts and Design - Creating with materials</b></p> <ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>To invent, adapt and recount narratives and stories with peers and their teacher. To sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p><b>Physical – Ball skills</b></p> <ul style="list-style-type: none"> <li>Physical: rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball</li> <li>Social: co-operation, sharing and taking turns</li> <li>Emotional: determination</li> <li>Thinking: using tactics, decision making</li> </ul>	<p><b>Characteristics of Effective Learning</b></p> <p>Playing and exploring</p> <ul style="list-style-type: none"> <li>To show curiosity about objects, events and people</li> <li>To try new activities</li> <li>Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'</li> </ul>	