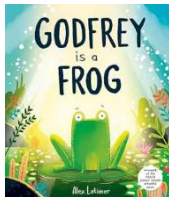
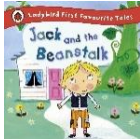
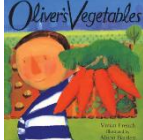
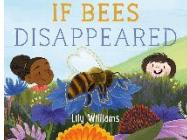
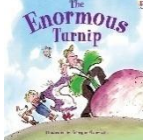


All About Change (Plants & Animals)			
Life Cycles (Animals) Frogs	Life Cycles (Animals) Butterflies	Life Cycles (Plants) Vegetables	Life Cycles (Plants) Sunflowers
Confident Communicators • Independent Individuals • Talented Tool Users • Brilliant Bookworms • Exceptional Explorers • Wow Writers • Masters of Maths • Amazing Athletes • Caring Collaborators • Proud Performers • Dynamic Designers			
 Godfrey is a Frog Alex Latimer		Other Core Texts & Inspirations        	
<u>Drawing Club Vocabulary</u> Tadpole Frogspawn Change Lifecycle Metamorphosis Frustrated Predict Amphibian Caterpillar Egg Chrysalis Camouflage Species Plant Giant Vegetable Adventure Curious Shoots Sneakily Creeping Growing Nutrients Gardener Greenhouse Sustainable Crunchy Harvest Beehive Honey Eco-system Pollen Pollinate Nectar Protect Turnip Vegetable Patch Immense Collaboration Ecstatic		<u>Talk Through Stories Vocabulary</u> Spruced Tending Nestled Ruckus Crept Cowering Exhausted Amazing Pound Scattering Floats Chuckles Explore Reason Bellowed Startled Barged Sneaked Grinned Dreadful Stomped Refused	
Celebrations May Day International Museum Day		Enrichment Author Visit – Jane Newberry Wild Tribe	

	 
R.E (NATRE) Which places are special and why? 	PSHE (SCARF) Being My Best Bouncing back when things go wrong Yes, I can! Healthy Eating My Healthy Mind Move your body A good night's sleep 
Personal, Social and Emotional Development Build constructive and respectful relationships <i>Children continue to build skills to support their negotiation skills within play. Children continue to build their collaborative skills within play.</i> See themselves as a valuable individual <i>Children know about a range of cultures and celebrations and can talk about them confidently. Children have shared and used their interest to support their play throughout the year.</i> Express their feelings and consider the feelings of others <i>Children are now very confident in showing positive behaviours in the class environment and wider school environments. Children are now using appropriate language to confidently label and express their feelings.</i> Show resilience and perseverance in the face of challenge	Communication and Language Listen <i>Demonstrate listening skills across a range of situations both one-on-one, small group and whole class activities.</i> Attention <i>Follow a story without pictures of props.</i> Respond <i>Follow sets of instructions with multiple steps and words like 'first', 'next', 'last'. Confidently hold back and forth conversations with a range of familiar adults and peers</i> Understanding <i>Understand questions such as 'who, why, when, where and how'. Use new vocabulary from stories and topics in relevant contexts</i> Speaking

Children are confident with dealing with mistakes and are now able to support each other with different ways of overcoming them.
Children enjoy setting their own goals and like to celebrate and share them with others when they have achieved them.

Identify and moderate their own feelings socially and emotionally

Children use the spaces in the classroom when needed to regulate their feelings and now have good strategies in place to support themselves with this. Children now know how others may feel in certain situations and can confidently talk about this with others and share their own feelings.

Think about the perspectives of others

Children are confident in discussing problems they have come across and can explain to others how they have overcome them.

Children can confidently talk about different emotions of characters in books and can describe why the characters may feel the way they are feeling.

Manage their own needs

Children have good levels of personal hygiene and can attend to their own needs.

Children are beginning to have a good understanding of how to keep their bodies healthy through food choices and exercise.

Use language to imagine and create roles and experiences in play situations
Connect one idea or action to another using a range of connectives
Use talk to problem solve and organise thinking and can explain how things work and why things might happen
Confidently talk in small group and whole class situations and enjoy sharing ideas
Communicate ideas, thoughts, needs and feelings in well-formed sentences.

Physical Development

Fine Motor

Use a pencil accurately, holding it effectively to form recognisable letters, most of which are correctly formed.

Handle tools, objects, construction and malleable materials safely and with increasing control and intention

Gross Motor

Navigate across a range of surfaces with coordinated control

Throw, catch, kick and roll a ball with increased levels of accuracy.

Arena P.E Sessions – Arena Fundamentals Athletics 1

Maths

Number

Up to 20 (Build Numbers)

Up to 20 (Tens Frames)

20 and beyond (Counting)

First, Then, Now

Addition

Subtraction

Pattern, Shape, Space & Measure

3D Shapes



Vocabulary

Add, more, plus, equal, take away, less, subtract, 3D, 2D, cube, cuboid, sphere, cylinder, pyramid, triangular prism, face, flat, curved

Literacy Reading <i>Identifying non-fiction texts and recalling key information</i> <i>Using 'Fred in your head' to internally blend</i> <i>Beginning to identify some names of the alphabet</i> <i>Distinguishing capital letters and lower case letters</i> Writing <i>Draw pictures of characters, events and settings in a story and include captions and sentences.</i> <i>Writing for a purpose in role play using phonetically plausible attempts at words</i> <i>Beginning to use finger spaces</i> <i>Form lowercase and some capital letters correctly</i>	Understanding the World History & Science <i>Relate the changing seasons to the passing of time</i> <i>Name common plants</i> <i>Examine changes over time: plants</i> <i>Parts of a plant/changes, similarities and differences of plants</i>
Read, Write Inc Phonics <i>Children are taught Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.</i> <i>Children will recall previous common exception words and be exposed to new common exception words: your, said, you, be, are.</i> 	Expressive Art and Design Focus Artists John Dixon Music <i>Accompany songs with simple instruments</i> <i>Name and describe instruments</i> <i>Body percussion</i> <i>Repeated patterns</i>

*Children will progress to reading **Green** storybooks.*

Collaborative music

Vocabulary

Beat, rhythm, in time, volume, tempo, repeated, rhythm,
share, group, solo, explain