

Communication and Language

- To maintain attention, concentrate and sit quietly during appropriate activity.
- To listen and respond to ideas expressed by others in conversation including sharing stories in Book Week
- To respond to instructions involving a 2-part sequence.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To link statements and sticks to a main theme or intention.
- To express themselves effectively when speaking to stall holders in Surrey Street Market

Literacy

- To segment sounds in simple words and blend them
- To use some clearly identifiable letters to communicate meaning.
- To be able to attempt to write short sentences in meaningful contexts.
- To read words and simple sentences.
- To know that information can be retrieved from books.

PHASE 4 PHONICS AND HANDWRITING

CVCC and CCVC words, 2 adjacent consonants

(st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, bl, cl, sl, sp, tw, sm, pr, sc, sk, sn) 2 or 3 adjacent consonants

(nch, scr, shr, thr, str)

TRICKY WORDS

said, so, he, she, me, we, be, have, like, was, you, some, come, there, help when, what, my, her were, little, one, all do, out

DECODABLE WORDS

went, from it's, just, children

Expressive Art and Design

- To select appropriate resources and adapt work where necessary
- To select the tools needed to shape, assemble and join materials they are using.
- To play cooperatively as part of a group to develop and act out a narrative.
- To introduce a storyline into their play.
- To follow Charanga Scheme of work to focus on listening and responding, exploring and creating with voices and instruments, singing and finally sharing and performing
- Children will compare the work of various illustrators, (linked to topic books), and recreate the work in their own style

Personal, Social Emotional Development

- To be able to take steps to resolve conflicts with other children e.g. finding a compromise.
- To be able to speak to others about own wants, needs, interests and opinions including sharing stories in Book Week
- To be able to describe self in positive terms and talk about abilities.
- To be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.

'DREAMS AND GOALS'

All children will understand what it means to persevere and how to tackle challenges. They will use kind words to encourage others and understand what it means to be 'proud' - of oneself and others.

Maths

- To say a number which is one more or one less than a given number to 20.
- To use the vocabulary involved in adding and subtracting in practical activities.
- To record marks they can explain and interpret.
- To solve simple problems involving doubling and addition.
- Use everyday language to talk about and experiment with money.
- Using quantities and objects, subtract two single digit numbers to and count back to find the answer

KEY VOCABULARY WILL INCLUDE:

money, coins, pattern, make, next, order, fewer, number bond, different way, next, beside, under, on top, inside

Physical Development

- To show an understanding of how to transport and store equipment safely.
- To be able to jump off an object and land appropriately
- To travel with confidence and skill around, under, over and through balancing equipment.
- To show increasing control over an object in pushing, patting, throwing or catching it.
- To use simple tools, construction and malleable materials safely and with increasing control.

Understanding of the World

- To enjoy joining in with family customs and understand that not everyone will share the same religion / customs
- To begin to recognise and use some vocabulary associated with religion such as Easter, Jesus, Hot cross buns, miracle, alive
- To look closely at similarities, differences, patterns and change – with a focus on Battersea Park and Zoo
- To use ICT hardware to interact with age appropriate software



Imagine you are a farmer...

Draw a picture of yourself as a farmer

My farmer name would be:

Would you want lots of rain or lots of sun on your farm? Why?



Would you wear flip-flops or wellies? Can you design yourself some?



Can a tiger come and live on your farm? Why?

