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| **What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?** | | |
| **Communication & Language**  Listen carefully in a range of situations and is aware of the importance of listening  To listen to a short story in a group of up to 12 children.  To know rules of listening – sit still, look at the person speaking, think about the words and wait for your turn to speak.  To join in with repeated refrains in rhymes and stories.  **Understanding**  To understand questions such as who; why; when; where and how  To begin to understand humour, e.g. nonsense rhymes, jokes  To follow a story without pictures or props  To listen and respond to ideas expressed by others in conversation or discussion  To understand concepts **Position:** first, second, third, fourth, in between **Size:** tall, large, long short **Quantity:** 1; 2, 3; every; none  **Other:**  go/start; loud; quiet; heavy; soft; fast; hot; cold hard; slow; light (weight);  To follow instructions containing 4 information carrying words.  To respond to how and why questions. To learn new vocabulary  **Speaking**  To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  To make comments about what they have heard and ask questions to clarify their understanding.  To use new vocabulary.  To explore the meaning and sounds of new words  To use language to imagine and recreate roles and experiences in play situations.  To introduce a storyline or narrative into their play.  To use talk to organise, sequence and clarify thinking, ideas, feelings and events | **Physical Development**  **Fine motor**  To hold a pencil correctly in a dominate hand and uses anticlockwise movements and retraces vertical lines to form recognisable letters.  Uses simple tools to effect changes to materials  To use scissors to cut out shapes.  To use cutlery to pick up, scoop, spread and cut.  **Gross Motor**  PE Pro – Gymnastics  To be able to stand in a space, away from any people and objects.  To be able to perform a stretch shape, star shape and tuck shapes statically and as jumps.  To be able to hold a balance for 10 seconds.  To learn the main tips to help you balance.  To travel in different ways using different body parts and levels.  To travel and dismount safely along a bench.  To be able to climb onto and jump off the vault tables in different ways. | **Personal, Social & Emotional development**  **Jigsaw unit – Dreams & Goals**  I understand that if I persevere I can tackle challenges.  I can tell you about a time I didn’t give up until I achieved my goal.  I can set a goal and work towards it.  I can use kind words to encourage people,  I understand the link between what I learn now and the job I might like to do when I’m older.  I can say how I feel when I achieve a goal and know what it means to feel proud.  **RE -**  • Talk about some religious stories  • Recognise some religious words, e.g. about God  • Identify some of their own feelings in the stories they hear  • Identify a sacred text e.g. Bible, Torah  • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. |
| **Literacy -**  **Genres - labels, captions, narrative (Traditional tales & Fairy Tales), poems non-fiction**  **Reading**  To sequence 3 pictures from a well-known story.  To describe characters and settings.  To anticipate (where appropriate) key events in stories.  To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  To read a few common exception words  **Writing**  To write their first name (and surname)  To write recognisable letters, most of which are correctly formed.  To spell words by identifying sounds in them and representing the sounds with a letter or letters.  To write sentences that can be read by themselves and others. | **Spring 1 (Reception)**  **Once Upon a Time…**  **(Traditional tales and fairy tales)**  **Winter** | **Maths - White Rose – Growing 6,7,8, Building 9 & 10 NCETM - Rec weeks 11-16.**  To represent 6.7.8.9.10 in different ways.  To count out 6.7.8.9.10 from a larger set..  To order numbers to 10.  To know 1 more and 1 less than a number from 1 to 10.  To compare quantities to 10.  To add by combining 2 groups and finding out how many altogether.  To compare length and height.  To use vocabulary to describe when things happen e.g tomorrow, yesterday, days of week, later, soon.  To name and describe 3D shapes.  To create ABB, AAB, AABB, AABBB patterns. |
| **Understanding of the world**  **People, cultures and communities**  Recognise that people have different beliefs and celebrate special times in different ways. . (Chinese New Year, World Religion Day)  Recognise some similarities and differences between life in this country and life in other countries. (Chinese New Year)  **The Natural world**  To explore, using all their senses, and name natural materials.  To explore collections of materials with similar and/or different properties. (Magnetic/non-magnetic)  To talk about what they see, using a wide vocabulary.  To explore the natural world around them., making observations and drawing pictures of animals and plants. (Bird watching week)  To understand the important processes and changes in the natural world around them, including seasons. (Life cycles)  To recognise some environments that are different to the one in which they live.  To talk about similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  **Past & Present**  Know that children were babies in the past. Know that adults were children in the past.  Comment on images of familiar situations in the past and objects from the past.  Listen to a stories and books from the past - Traditional tales.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Phonics**  To read single-letter Set 1 sounds and 10 digraphs sh, ch, qu, th, ng, nk ll, ff, ss, zz.  To read special friends ay ee igh ow oo oo ar or ir air ou oy  To read words consistent with their phonic knowledge by sound-blending.  To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.    To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.    Parents – How to say the sounds (click on link)  https://schools.ruthmiskin.com/training/view/tzgrE0pK/nY5ZSo47 | **Expressive Arts & design**  To select an appropriate quantity of powder paint and add water successfully.  To use primary colours to make secondary colours.  To introduce a storyline into their play  **Music – Charanga**  Listen and responding to different styles of music  Sing along with nursery rhymes and action songs   * Wind The Bobbin Up * Rock-a-bye Baby * Five Little Monkeys Jumping On The Bed * Twinkle Twinkle * If You're Happy And You Know It * Head, Shoulders, Knees And Toes   Sing and play instruments within a song.  Explore high pitch and low pitch in the context of the songs.  Share and perform the learning that has taken place |