





Literacy	RWI- Learning Consolidating Sounds – Set 1 inc special Friends	RWI- Learning Consolidating Sounds – Set 1 inc special Friends	RWI- Learning Consolidating Sounds – Set 1 inc special Friends	RWI- Learning Consolidating Sounds – Set 1 inc special Friends	RWI- Learning Consolidating Sounds – Set 1 inc special Friends	RWI- Learning Consolidating Sounds – Set 1 inc special Friends	RWI- Learning Consolidating Sounds – Set 1 inc special Friends
	Monthly name Write	Writing own name	Writing own name	Writing own name	Monthly name Write	Writing own name	Writing own name
	High Frequency Word/Letter formation practice	High Frequency Word/Letter formation practice	High Frequency Word/Letter formation practice	High Frequency Word/Letter formation practice	High Frequency Word/Letter formation practice	High Frequency Word/Letter formation practice	High Frequency Word/Letter formation practice
	T4W Focus Text: TFW Text: The Enormous Turnip – Imitation	T4W Focus Text: TFW Text: The Enormous Turnip – Imitation	T4W Focus Text: TFW Text: The Enormous Turnip – Innovation Write	T4W Focus Text: TFW Text: The Enormous Turnip – Innovation Write	T4W Focus Text: TFW Text: The Enormous Turnip – Non Fiction How to Pull up a Turnip	T4W Focus Text: TFW Text: The Enormous Turnip – Non Fiction How to Pull up a Turnip	Proud Cloud Write- Space/dinosaurs
	Guided Writing – The big turnip.	Proud Cloud Write- My home theme			Proud Cloud Write- Instructions :	Guided Writing – I am big. I am 5 years old.	
	<p><b>3-4:</b> Understand the five key concepts about print – print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing; Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, and recognise words with the same initial sound; Engage in extended conversations about stories, learning new vocabulary; Use some of their print and letter knowledge in their early writing; Write some or all of their name; Write some letters accurately.</p> <p><b>Reception:</b> Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and</p>						

	<p>sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.</p>						
<b>Mathematics</b>	<b>Alive in 5!</b> -Introducing Zero -Comparing numbers to 5 -Composition of 4 & 5 -Comparing Mass and Capacity	<b>Alive in 5!</b> -Introducing Zero -Comparing numbers to 5 -Composition of 4 & 5 -Comparing Mass and Capacity	<b>Alive in 5!</b> -Introducing Zero -Comparing numbers to 5 -Composition of 4 & 5 -Comparing Mass and Capacity	<b>Growing 6,7 &amp; 8</b> -6, 7 & 8 -Making Pairs -Combining Groups -Combining 2 Groups -Length & Height -Time	<b>Growing 6,7 &amp; 8</b> -6, 7 & 8 -Making Pairs -Combining Groups -Combining 2 Groups -Length & Height -Time	<b>Growing 6,7 &amp; 8</b> -6, 7 & 8 -Making Pairs -Combining Groups -Combining 2 Groups -Length & Height -Time	<b>Growing 6,7 &amp; 8</b> -6, 7 & 8 -Making Pairs -Combining Groups -Combining 2 Groups -Length & Height -Time
	<p><b>3-4:</b> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'); Recite numbers past 5; Say one number for each item in order; Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'); Show 'finger numbers' up to 5; Link numerals and amounts; Experiment with their own symbols and marks as well as numerals; Solve real world mathematical problems with numbers up to 5; Compare quantities using language; Talk about and explore 2D and 3D shapes using informal and mathematical language; Understand position with words alone; Describe a familiar route; Discuss routes and locations using words; Make comparisons between objects relating to size, length, weight and capacity; Select shapes appropriately; Combine shapes to make new ones; Talk about and identify the patterns around them; Extend and create ABAB patterns; Notice and correct an error in a repeating pattern; Begin to describe a sequence of events, real or fictional, using words.</p> <p><b>Reception:</b> Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.</p>						
<b>Understanding the world</b>	Growing Up - Comparisons between starting school and Now  A New Year! - Calendars	Looking at buildings from around the world - What's the best way to build a tower?  Your home – What does it	Where do we live? Maps of our area. Map of the United Kingdom	– The World - How to protect our planet  Continents /Countries around the world. Antarctica Asia – China	Seasons: Winter Walk -Exploring the weather/Ice Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt	Learning about space Occupations – astronauts and scientists Space Art Exhibition Launching rockets,	All about dinosaurs! Occupations – archaeologists, scientists and historians  Dinosaur Dig!

		look like? Types of homes		Australasia – Australia Europe – UK Africa- South Africa North America - USA South America – Brazil  Chinese New Year	ice the quickest? Exploring winter sports (Olympics – China)		
	<p><b>3-4:</b> Use all their senses in hands-on exploration of natural materials; Explore collections of materials with similar and/or different properties; Talk about what they see, using a wide vocabulary; Begin to make sense of their own life-story and family's history; Show interest in different occupations; Explore how things work; Plant seeds and care for growing plants; Understand the key features of the life-cycle of a plant and an animal; Begin to understand the need to respect and care for the natural environment and all living things; Explore and talk about different forces they can feel; Talk about the differences between materials and changes they notice; Continue developing positive attitudes about the differences between people; Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p><b>Reception:</b></p> <p>Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.</p>						
<b>Expressive arts and design</b>	Making calendars Drawing self-portraits	Designing and creating buildings- Labelling our models.	Creating maps	Learning about our planet (deserts, oceans, mountains, etc.) Artist: Jackson Pollock Exploring dripping, pouring and splattering to create abstract art.	Making lanterns Making lanterns, Chinese writing, puppet making, Chinese music and composition Dragon dancing National storytelling week – creating our own stories and illustrations	Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus I can explore how colour can be changed I can talk about a famous artist. Building rockets - choosing 3D recycling shapes /	Making Valentine's cards Exploring and talking about emotions

					Using puppets to act out stories	different methods of attachment.	
	<p><b>3-4:</b> Take part in simple pretend play, using an object to represent something else even though they are not similar; Begin to develop complex stories using small world equipment; Make imaginative and complex 'small worlds' with blocks and construction kits; Explore different materials freely, to develop their ideas about how to use them and what to make; Develop their own ideas and then decide which materials to use to express them; Join different materials and explore different textures; Create closed shapes with continuous lines and begin to use these shapes to represent objects; Draw with increasing complexity and detail; Use drawing to represent ideas like movement or loud noises; Show different emotions in their drawings and paintings; Explore colour and colour mixing; Listen with increased attention to sounds; Respond to what they have heard, expressing their thoughts and feelings; Remember and sing entire songs; Sing the pitch of a tone sung by another person ('pitch match'); Sing the melodic shape of familiar songs; Create their own songs or improvise a song around one they know; Play instruments with increasing control to express their feelings and ideas.</p> <p><b>Reception:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</p>						