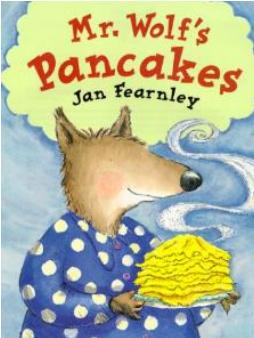
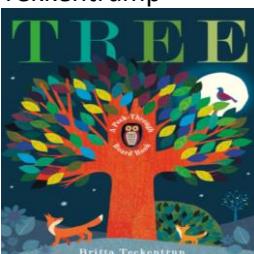




Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
Jack Frost – Kazuno Kohara. 	<b>Most Children will:</b> *Link sounds to letters and can sound out most Phase 3-4 sounds and some will to recognise some Phase 5 sounds (phonemes and digraphs). *Sort by initial phoneme. Identifies the odd one out when hearing words that all but one begin with the same sound. *Know if there is a word within a longer word e.g. cat/caterpillar or spy/spider. *Orally blend two syllable words e.g. co-ffee. *Orally blend CVC words with long phonemes e.g. sh-ar-k/s oa-p. *Segment the sounds in simple words and blend them together, knowing which letters represent some of them.	<b>Most Children will:</b> *Recognise common written words and high frequency vocabulary. *Associate lower with upper case letters. *Read familiar, phonetic words and key sight vocabulary at word level. *Find pleasure in reading and is motivated to read independently. *Engage fully when stories are being read (stories which are at a level beyond what they can read independently).  <b>Some Children will:</b> * Predict how a story might end. *Predict what a story might be about after reading the title. *Predict what might happen based on what has been read so far. *Lift less obvious meaning from a picture e.g. 'What do you think they are making?' *Work out how people feel when 'reading' non-verbal communication or when looking at clues in a picture.	<b>Most Children will:</b> * Write recognisable letters * Spell CVC words by identifying sounds in them and representing the sounds with a letter or letters *Write some learnt tricky words. *Write a sentence in the correct order, holding words and phonemes. * Use their phonic knowledge to write words in ways which match their spoken sounds. *Write simple sentences which can be read by themselves and others.	<b>Most Children will:</b> * Count forwards and backwards in 1s, from 0 to 50. * Build numbers beyond 10. *Continue patterns beyond 10. *Understand the composition of numbers between 10 and 20. * Know 1 more and 1 less *Use a number line to 20 *Order and compare numbers to 20 *Understand before and after *Know and order the days of the week *Recognise and name 3-D shapes *Sort 3-D shapes *Recognise and name 2-D shapes *Sort 2-D shapes	<b>Most Children will:</b> * Describe ways to stay healthy. *Understand how germs are spread. *Understand how to prevent the spread of germs. Identify risks and hazards and know how to stay safe. *Identify when someone might need first aid. *Understand the concept of an emergency and know who to contact in an emergency. *Understand some simple rules about staying safe near water and road safety. *Recognise feelings which are linked to not feeling safe.
Mr Wolf's Pancakes 	<b>Some Children will:</b> *Identify initial phonemes in a word. * Link sounds to letters and can sound out most single letters. * Orally blend multi syllable words e.g. e-lephant.		<b>Some Children will:</b> * Spell longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters *Compose a sentence orally before writing it.	<b>Some Children will:</b> *Count in even and odd numbers. *Estimate on a number line to 20. *Compare numbers to 20.	<b>Some Children will:</b> * Recognise those we can trust with our special possessions, information etc.
Tree – Britta Tekkentrump 					



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b>Most Children will:</b></p> <ul style="list-style-type: none"><li>*Flag a bus to stop</li><li>*Purchase a ticket on the bus</li><li>*understands that money can pay for their ticket.</li><li>*Board a bus safely</li><li>*can go upstairs on a double decker bus.</li><li>*Exit a bus safely</li><li>*Use an escalator</li></ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"><li>*Tell the driver where they are going</li><li>*Purchase a ticket on the bus and waits for change if needed.</li><li>*Hold a ticket in one hand while negotiates way to a seat.</li><li>*Put a ticket and purse/wallet in a safe place when seated.</li><li>*Know what to do if stop is missed.</li></ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"><li>* Develop an understanding of growth, decay and changes over time.</li><li>*Understand the importance of caring for all living things.</li><li>*Understand the life cycle of a selection of animals.</li><li>*Name adult and baby animals</li><li>*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>*Understand the life cycle of a human.</li></ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"><li>* Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>*Know how to take care of animals within the local environment</li></ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"><li>Choose their own resources for lesson/activity.</li><li>*Collect resources and put resources away.</li><li>*Wash resources e.g. paint pots, brushes etc.</li><li>*Handle objects/tools with care and respect.</li><li>*Talk about the safety issues associated with tools used.</li><li>* Explore simple printing.</li><li>*Tolerate body parts being used for printing.</li><li>*Explore rubbings from textures surfaces e.g. leaf, coin, tree bark.</li><li>*Print pictures with a range of materials e.g. sponges/reels</li></ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"><li>* Develop an understanding of tie dye.</li></ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"><li>* React to changes in tempo</li><li>*Keep a steady beat</li><li>*React to changes in tempo</li><li>*Join in with call and response activities using vocal or body sounds.</li><li>*Respond to 'stop' and 'start' e.g musical statues/chairs</li><li>*Make a choice between fast/slow movements then moves appropriately.</li><li>*Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow.</li></ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"><li>* Explore a range of emotions through changes in tempo</li><li>*Create musical and physical changes in tempo</li><li>*Relate movement to tempo (uses materials/body parts to show tempo)</li><li>*Create a simple rhyme with different tempos.</li><li>*Count along to a beat.</li></ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"><li>* Make body tense, relaxed, curled and stretched, showing some tension.</li><li>*Develop core strength.</li><li>*Perform a tuck roll.</li><li>*Perform a pencil roll.</li><li>*Begin to touch knees and toes from standing or sitting position</li><li>*Perform basic jumps.</li></ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"><li>* Make body tense, relaxed, curled and stretched in a range of movements.</li><li>*Perform forward and backwards rolls</li><li>*Begin to perform a teddy bear roll.</li></ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"><li>Know how to wash a (blunt) knife safely.</li><li>*Know how to stay safe around knives:<ul style="list-style-type: none"><li>- washing</li><li>-carrying</li><li>-picking it up</li></ul></li><li>*Use a grater with more independence, holding it correctly with limited safety reminders needed</li><li>*Use a peeler with more independence, holding it correctly with limited safety reminders needed.</li><li>*Begin to peel more complex vegetables such as potatoes</li><li>*Use a range of cutters independently.</li><li>*Use a can/tin opener with minimal support, understanding how to use it safely.</li></ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"><li>*Effectively clean surfaces.</li><li>*Use dishcloths, sponges etc correctly when washing dishes.</li></ul>