



Class: Apple

Topic: My People

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
	Most Children *Recognise some letters and symbols. *Enjoy rhyming stories, songs and rhymes. *Can recognise and name/match sounds in my environment *Joins in with actions linked to a familiar rhyme, songs and stories *Respond to very simple questions *Understands simple verb instructions with a gesture *Begin to re-enact simple stories or real-life situations through role play Some Children *Understand who, what, where if used in simple questions asked within the here and now *Join in with actions linked to a familiar rhyme, songs and stories. *Begin to copy and repeat sounds, actions, words or phrases. *Repeat repetitive words, sounds or phrases from a story or rhyme. *Fill in missing words, sounds or phrases in familiar stories or rhymes. *Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol	Most Children *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. *Match objects to pictures *Understand simple verb instructions with a gesture *Show an interest in pictures or photographs. *Show a preference for a specific book from a small selection presented. *Respond to very simple questions *Recognises familiar symbols or logos Some Children *Select symbols to build a caption of phrase *Copy an adult pointing to words as they read. *Can match some familiar words to pictures *Understand simple verb instructions with a gesture e.g. eat, drink, sleep *Point to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' *Point to words and pictures when asked, showing an understanding of the difference between them.	Most Children *Enjoy drawing freely *Can make controlled marks which have repetitive elements *Distinguish between the marks I make. *Make marks on their picture to stand for their name *I use writing in play *Begin to use a tripod grasp *Show control of a writing Implement *Identify the initial letter of my name *Make marks to represent their name *Include a variety of letters and shapes within lines of scribble *Shows preference for one hand *Knows that marks and symbols have meaning *Draws lines or shapes on a small scale Some Children *Colour in a picture and keeps within the lines most of the time *Write some or all of their name in the correct order *Form some letters correctly. *Write recognisable letters *Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters *I hear, say and write the initial sound in words	Most Children * To focus on counting skills * To focus on the 'five-ness of 5' using one hand and the die pattern for 5 * To focus on the comparison of sets - by matching * To complete shape match puzzles •To complete simple jigsaws * To identify and name circles and triangles * To identify and name shapes with four sides Some Children * Use the language of comparison: more than, fewer than, an equal number * To compare circles and triangles	Most Children *Recognise things that make me feel sad, worried or angry. *Recognise kind and unkind behaviours *Begin to take turns with more independence. *Explore the concept of fair/unfair. *Communicate please and thank you with adult support, moving to doing this without adult prompting. *Begin to listen to those around me *Identify likes and dislikes *Choose to complete activities that reflect my strength. Some Children *Understand that turn taking can make everyone feel included *Play alongside others. *Accept children play with them. *Control behaviours around peers e.g. uses kind hands consistently



	*Link sounds to letters and can sound out most single letters. *Orally blend compound words *Orally blend CVC words with short phonemes e.g. c-a-t/s-un *Recognise single graphemes and knows the sound they make. *Use phonic knowledge to read single words. *Recognise some print within a familiar environment	*Understand who, what, where if used in simple questions asked within the here and now. *Recognise some common written words *I can segment the sounds in simple words and blend them together *I link sounds to letters, naming and sounding the letters of the alphabet	*Attempt to write words using letter sound knowledge *I can identify or write 10+ graphemes on hearing		
--	--	---	--	--	--



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<u>Most Children</u> *Know how much food is appropriate to put in their mouth *Handle a range of food stuff independently *Recognise needing the toilet independently <i>-communicates this need</i> <i>-asks for help when needed</i> *Place coat on a hook *Fasten and unfasten zips *Put on and takes off a top with minimal support *Dress self in sequence *Cross a road using a pelican crossing with support. *With support, begin to show some awareness of danger <u>Some Children</u> *Can change their nappy and put the dirty nappy in the bin following a visual sequence *Can wipe themselves after using the toilet *Select clothing type according to weather when asked to put on clothing for warm/cold day *Walk independently outside of school *Stop and looks for traffic <i>-stops at a kerb</i> <i>-looks left and right</i> <i>-crosses the road with support</i> *Stop at a zebra crossing *Begin to recognise some positional language: left, right, forward, backwards	<u>Most Children</u> *Is curious about people and shows interest in stories about themselves and their family. *Enjoy pictures and stories about themselves, their families and other people. *In pretend play, imitates everyday actions and events from own family and cultural background, *Beginning to show an interest in peers <u>Some Children</u> *Meet and greet people in an appropriate way *Show an awareness that they have similarities and differences that connect them to, and distinguish them from, others. *Show interest in the lives of people who are familiar to them *Beginning to recognise differences in people *Know that other children don't always enjoy the same things, and are sensitive to this.	<u>Most Children</u> *Stick a range of materials. *Use plasticine to sculpt. *Use Paper Mache to sculpt. <u>Some Children</u> *Communicate about texture e.g. rough, smooth, bumpy, spiky, shiny, dull etc. *Create a woven effect by pushing and pulling over and under. *Use scissors and tearing to create a range of shapes. *Use a combination of materials that have been cut, torn and glued. *Explore different methods of fixing one material to another.	<u>Most Children</u> *Explore their own voice. *Explore changes in pitch *Explore and learns how sounds can be changed. <u>Some Children</u> *Sing the pitch of a tone sung by another person ('pitch match').	<u>Most Children</u> *Refine basic movement skills including -rolling -crawling -hopping -skipping *Move safely in a space showing greater awareness of others and obstacles when moving at speed. *Vary their pace and speed when running. *Jog in a straight line. *Run along a non straight trail. *Change direction when jogging. *Run safely in a space, showing an awareness of others and objects around them. *Jump over flat objects. *Experiment with jumping different distances. <u>Some Children</u> *Complete an obstacle course with support *Perform different types of jumps: two feet to two feet/two feet to one foot/one foot to the same foot/one foot to the opposite foot/star jumps/tuck jump *Jump as high and far as possible *Perform a short jumping sequence. *Understand to bend knees on landing for safety	<u>Most Children</u> *With support, uses an electric whisk *Follow a simple text using symbols e.g. recipe. *To request ingredients and equipment using single symbol exchange/preferred method of communication. *Try some new foods, with encouragement. *Recognises and names a range of food, including a range of fruit and vegetables as well as kitchen equipment *Preparing for a cooking activity: -wash hands, dry hands, wear apron, tie hair back, roll sleeves up, clean a surface *Engages in home corner role-play activities, coping familiar actions <u>Some Children</u> *Fill jug with water, knowing when to stop. *Pour water from jug into smaller cups.