Communication and Language	Physical Development	Personal, Social and Emotional	Literacy
		Development	
- To engage in non-fiction books	- To revise and refine their	- To see themselves as a valuable	- To read individual letters by saying
- To use new vocabulary in	fundamental movement skills	individual	the sounds for them within Read
different contexts	- To progress towards a more	- To build constructive and	Write Inc
- To articulate their ideas and	fluent style of movement	respectful relationships	- To orally blend sounds into words
thoughts in well-formed	- Develop small motor skills -	- To show resilience and	- To form lower case and capital letters correctly
sentences	scissors, pencils, paintbrushes,	perseverance in the face of	- To spell words by identifying the
- To use talk to work out	cutlery etc	challenge	sounds and then writing the sound
problems, explaining and	- To combine movements with	- To identify and moderate their	with letter(s)
predicting	ease and fluency	own feelings socially and	- To participate in planned daily
- To describe events in some	- To develop the foundations of a	emotionally	phonic sessions
detail	handwriting style which is	- To think about the perspectives	- To write short sentences using
- To develop social phrases	accurate and efficient	of others	sounds known and capital letters
- To listen to and talk about	- To further develop the skills	- To manage their own needs	and full stops
stories to build familiarity and	they need to manage the whole	including using the toilet and	- To read a few common exception words and then simple phrases and
understanding and then show	school day	washing their hands	sentences
recall skills			- To share books at home and
			develop their enjoyment for reading
			<u>Phonics</u>
			Use of RWI phonics within ability
			groups to challenge and support what
			children can do.

Maths	Understanding the World	Expressive Arts and Design	Characteristics of Effective
			Learning
- To learn to subitise and use this	- To recognise that people, have	- To explore, use and refine a variety	Playing and Exploring:
skill when counting and	different beliefs and understand	of artistic effects to express their	finding out and exploring
approaching mathematical	that some places are special to	ideas and feelings	using what they know in their play
problems	members of their community	- To return to and build on their	and learning
- To link the number symbol to the	- To explore the natural world around	previous learning, refining ideas and	being willing to have a go
correct number of objects	them, including Forest School	developing their ability to represent	Active Learning:
- To count beyond 10	- To draw information from a simple	them	being involved and concentrating
- To explore the composition of	map	- To move and express their	keeping on trying
numbers to 10 and begin to recall	- To understand the effect of	responses to music	enjoying achieving what they set out
number bonds within 0-10	changing seasons on the natural	- To watch and talk about dance and	to do
- To understand the 1 more and 1	world around them	performance art, expressing feelings	Creating and Thinking Critically:
less relationship between	- To recognise some environments	and responses	have and develop their own ideas
consecutive numbers	that are different to the one in	- To sing in a group or on their own,	using what they already know to
- To continue, copy and create	which they live	increasingly matching the pitch and	learn new things
repeating patterns	- To comment on images of familiar	following the melody	developing strategies for doing
- To compare length, weight and	situations in the past	- To develop storylines in their	things
capacity	- To recognise some similarities and	pretend play	
- To compose and decompose	differences between life in this	- To explore and engage in music	
shapes	country and life in other countries	making and dance, performing solo	
		or in groups	
		- To create collaboratively sharing	
		resources, ideas and skills	

Please Note: Wherever possible work is cross-curricular (for a purpose/linked to our topic) to give meaning and help understanding. Curriculum Maestro will be used within our planning. The Characteristics of Effective Learning are over-arching and are seen in all areas of learning.