



Literacy

- Rhymes and stories with repeated refrains.
- Phase 4 Graphemes
- Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC
- Longer words and compound words Words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est
- Phase 4 Tricky Words
- Read words and sentences and show an understanding of what they have read. Guided Reading with a focus on decoding, comprehension and prosody.
- Sequence a story and join in with repeated phrases
- Write for various reasons e.g.card,list label etc.
- Write a short sentence with a capital letter, finger spaces and full stop
- To begin to form letters in a consistent size.
- To begin to spell some words correctly
- To begin to read their work back.
- To begin to answer questions about what they have read.

Religious Education

To the Ends of the Earth

- Jesus went back to His Father
- Jesus sent a special friend- the Holy Spirit
- The Holy Spirit is our Friend
- Jesus's friend spread the Good News about Him
- The Parish Church is a special place
- Our Parish is a Family and a Community

Dialogue and Encounter

- Learning about different faiths

Maths

NCETM: Reviewing and Assessing

- Comparison
- Counting
- Number Patterns
- Reasoning
- Solving practical problems

Understanding the World

- Internet Safety
- To know about the past through settings, characters and events encountered in books read in class and storytelling.
- To know that people in other countries may speak different languages.
- Know that their own experiences differ to those of others.
- To observe the growth of seeds and talk about changes.
- To know how to care for growing plants.
- To recognise, name and describe the life-cycle of a plant. (linked to beans.)
- To reflect what they observe through drawings of growing plants.
- To talk about the lifecycle of a butterfly and discuss the changes over time
- Describe what they see, hear and feel whilst outside with a wider range of vocabulary e.g. hard, soft, spiky.

Expressive Arts and Design

- To plan what they are going to make (construction, junkmodelling)
- To draw more detailed pictures of people and objects.
- To learn about an abstract artist: Jackson Pollock
- To manipulate materials.
- To create observational drawings.
- To experiment with mixing colours to match the colour they want to represent.
- To act out well known stories.
- To follow a musical pattern and repeat it back.
- To create narratives based around stories

Communication and Language

- To understand questions such as why and how
- To ask a variety of questions to find things out and clarify understanding.
- To link statements and stick to a main theme.
- To answer 'why' questions linked to stories, non-fiction text and other areas of learning
- To use talk to organize, sequence and clarify thinking, ideas, feelings and events

Personal, Social and Emotional Development

- Know and talk about the different factors that support their overall health and wellbeing
- Dreams and goals: developing motivation, resilience, perseverance and having a positive attitude towards transition
- Express our feelings and consider the feelings of others
- Manage our own feelings
- To begin to develop relationships with other adults around the school.

Physical Development

- To aim when throwing and practise keeping score.
- To follow instructions and move safely when playing games.
- To work cooperatively as a team.
- To hold scissors correctly and cut out small shapes.
- To start positioning letters on a line.
- To paint using thinner paintbrushes

PSHE

- Healthy plate
- People who help us
- Transition to Year 1/ Emotions