

Lady Bay School Long Term Plan for Foundation

	Autumn 1	Autumn 2
Topics	<p>Me and My Family</p>	<p>Winter Wonderland</p>
Hook / 'Wow Moment' (Topic Launch)	<p>Starting School Family Photos Year six buddies</p>	<p>Winter Wonderland role play area</p>
Celebration / Showcase (Topic Culmination)	<p>Whole class Dragon's Assembly – how well we've settled in and learnt routines</p>	<p>Christmas production</p>
Communication and Language	<p>Turns to listen to my friends or my teacher.</p> <p>Can listen to and follow an instruction.</p>	<p>Can follow a story with props and pictures</p> <p>Shows an interest in the lives of other people or events I can talk about some similarities and differences between people.</p>

	<p>Joins in with rhymes and stories I like and can remember some of these.</p> <p>Can find the right tool for a job</p> <p>Can follow instructions using prepositions</p> <p>Can respond to a string of requests one after another</p> <p>Speaking</p> <p>Plays alongside other children engaged in the same type of imaginary play.</p> <p>Beginning to link simple sentences.</p>	<p>Can talk about family routines and special occasions.</p> <p>Can have a conversation and I can respond to other children's opinions.</p> <p>Engages with non-fiction books.</p> <p>Shows interest in technological items.</p> <p>Speaking</p> <p>Engages in imaginary role play sometimes building stories around toys and objects.</p> <p>Explores new vocabulary, sounds and intonation.</p>
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	<p>Explains in simple sentences, ordering events, stating what happened and what might happen next.</p> <p>Describes familiar events in some detail.</p> <p>Uses vocabulary to express imaginary events in my play.</p>	<p>Uses sentences that are well formed.</p>
<p>Physical Development</p>	<p>Stand momentarily on one foot when shown.</p> <p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Travel with confidence and skill around, under, over, through balancing and climbing equipment.</p> <p>Catch a large soft ball.</p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>

	<p>Run and negotiate space.</p> <p>Use a pincer grasp.</p> <p>Show a preference for a dominant hand.</p> <p>Use various tools e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Taught PE- Introduction to PE (GetSet4PE)</p>	<p>Join in with threading, dough disco and finger gym activities.</p> <p>Begin to show good posture when sitting at a table or on the floor.</p> <p>Taught PE- Fundamentals (GetSet4PE)</p>
<p>Personal, Social and Emotional Development</p>	<p>Aware of my own feelings, and know that some actions and words can hurt others' feelings.</p> <p>Accept the needs of others and I can take turns and share resources, sometimes with support from others.</p>	<p>Tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met</p> <p>Aware of the boundaries set and of behavioural expectations in the class.</p>

	<p>Select and use activities and resources with help.</p> <p>Enjoy the responsibility of carrying out small tasks.</p> <p>Describe myself in positive terms and talk about my abilities.</p> <p>Initiate play, offering cues to my friends to join me.</p> <p>Demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p>	<p>Confident to talk to other children when playing, and will communicate freely about my home and community.</p> <p>Show confidence in asking adults for help.</p> <p>Welcome and value praise for what I have done.</p> <p>Have conversations with my friends.</p> <p>Happy playing in a small group.</p> <p>Think about the perspectives of others.</p>
<p>Literacy</p>	<p>Phonics</p> <p>Start phase 2.</p>	<p>Phonics</p>

	<p>Join in with rhymes and stories.</p> <p>Recognise my own name.</p> <p>Identify sounds in words, in particular, initial sounds.</p> <p>Segment and blend simple words demonstrating my knowledge of sounds with support. (e.g. CVC words)</p> <p>Link sounds to letters in the alphabet.</p> <p>Handwriting</p> <p>Draw lines and circles in the air, on the floor or on large sheets of paper,</p>	<p>Finish and consolidate phase 2. Begin phase 3.</p> <p>Identify sounds in words, in particular, initial sounds.</p> <p>Segment and blend simple words demonstrating my knowledge of sounds with support. (e.g. CVC words)</p> <p>Link sounds to letters in the alphabet.</p> <p>Handwriting</p> <p>Can use tools for mark making with developing control.</p> <p>Grip two fingers and thumb for control. (pincer grip)</p>
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balancing well and using whole arm and body.

Can use tools for mark making with developing control.

Grip two fingers and thumb for control. (pincer grip)

Use pincers, tweezers and threading equipment with increasing control and confidence (Link to fine motor)

Copy shapes, letter and pictures.

Composition

Tell an adult what I have drawn or painted.

Give meaning to my marks as I write.

Create representations of people, events and objects.

Use some identifiable letters to communicate meaning.

Use pincers, tweezers and threading equipment with increasing control and confidence (Link to fine motor)

Copy shapes, letter and pictures.

Composition

Tell an adult what I have drawn or painted.

Create representations of people, events and objects.

Use some identifiable letters to communicate meaning.

Spelling

Identify sounds from my own name in other words.

Start to write identifiable shapes and letters.

	<p>Spelling</p> <p>Identify sounds from my own name in other words.</p> <p>Ascribe meaning to other marks like on signs.</p> <p>Start to write identifiable shapes and letters.</p> <p>Grammar, Punctuation</p> <p>Recognise the capital letter at the start of my name</p>	<p>Grammar, Punctuation</p> <p>Recognise the capital letter at the start of my name.</p>
<p>Maths</p>	<p>Count up to five objects accurately by saying one number name for each item.</p> <p>Explore the composition of numbers to 5.</p>	<p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Recognise some numerals of personal significance.</p>

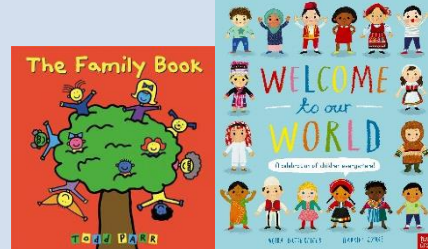
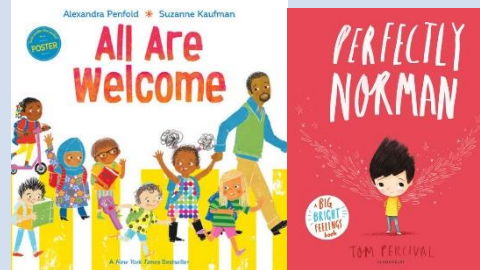
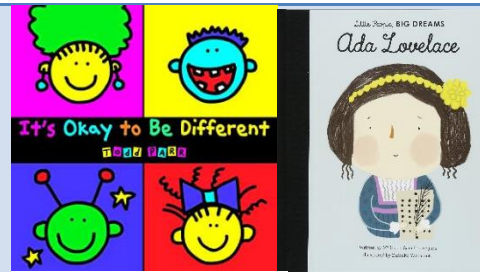
	<p>Understand 1, 2, 3, 4 and 5 and all manipulations of the numbers.</p> <p>Count out up to five objects from a larger group.</p> <p>Count verbally to 10 and beyond.</p> <p>Explore and copy simple patterns.</p> <p>Compare numbers using the language or 'more' and 'fewer'.</p> <p>Find one more or one less from a group of up to five objects.</p>	<p>Understand addition up to 5 using all combinations.</p> <p>Recall number bonds for numbers to 5, sometimes using objects for support.</p> <p>Begin to compare and measure time using the language 'day' and 'night'.</p> <p>Explore number patterns, including evens and odds.</p> <p>Explore some 2D shapes which have 1, 3, 4 or 5 sides (circle, triangle, rectangle, square and pentagon).</p>
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	<p>Compare and sort by colour, size and shape.</p> <p>Compare length and height using the language 'large/small' 'short/tall'.</p>	<p>Use mathematical language to describe position.</p> <p>Rotate and manipulate shapes to develop spatial reasoning skills.</p>
<p>Understanding the World</p>	<p>Past and Present</p> <p>Remembers and talk about significant events and experiences in my own life.</p> <p>Recognises and describe special times or events for my family or friends</p> <p>Culture and Communities</p> <p>Talks about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p>Past and Present</p> <p>Remembers and talk about significant events and experiences in my own life.</p> <p>Recognises and describe special times or events for my family or friends</p> <p>Culture and Communities</p> <p>Recognises some similarities and differences between life in this country and life in other countries.</p>

	<p>Shows interest in the lives of people who are familiar to me.</p> <p>Talks about similarities and differences between me and my friends.</p> <p>The Natural World</p> <p>Asks questions about aspects of my familiar world, such as about the place where I live or about the natural world.</p> <p>Joins in with discussions about the weather and the seasons.</p>	<p>Talks about members of my immediate family and community.</p> <p>Names and describes people who are familiar.</p> <p>The Natural World</p> <p>Explores ice and water and talk about the changes I have noticed.</p> <p>Beginning to develop an understanding of growth, decay and changes over time.</p>
<p>Expressive Arts and Design</p>	<p>Explore colour and how colours can be changed.</p>	<p>Explore colour and how colours can be changed.</p>

	<p>Understand the use of lines to enclose a space, and begin to use these shapes to represent objects.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Engage in imaginative role-play based on first-hand experiences.</p> <p>Join in with dancing and ring games.</p> <p>Begin to move rhythmically.</p> <p>Imitate movement in response to music.</p>	<p>Understand the use of lines to enclose a space, and begin to use these shapes to represent objects.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Imitate movement in response to music.</p> <p>Tap out simple repeated rhythms.</p> <p>Sing a few familiar songs e.g. nursery rhymes, popular songs (link to Listening, Attention and Understanding).</p> <p>Join in with pitch-matching games and humming.</p>
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	<p>Tap out simple repeated rhythms.</p> <p>Sing a few familiar songs e.g. nursery rhymes, popular songs (link to Listening, Attention and Understanding).</p> <p>Join in with pitch-matching games and humming.</p> <p>Sing to myself and make up simple songs.</p>	<p>Sing to myself and make up simple songs.</p>
RE	Diwali	Christmas Story
Additional Enrichment Opportunities		<p>Theatre trip</p> <p>Anti-Bullying Week</p>
Key Texts	<p>It's Okay to be Different</p> <p>Family/Friends books</p>	<p>Dot in the Snow</p> <p>Stickman</p>

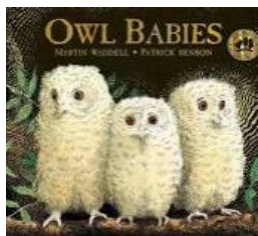


Christmas Stories/Winter non-fiction

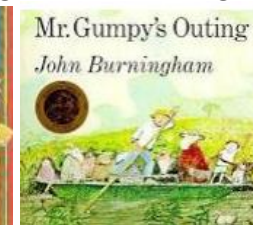
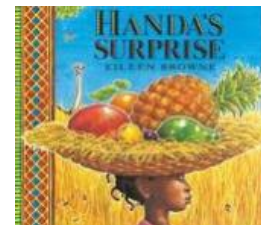




Reading Spine

Owl Babies- Martin Waddell
The Gruffalo- Julia Donaldson



Handa's Surprise- Eileen Browne
Mr Gumpy's Outing- John Burningham



	Spring 1	Spring 2
Topics	<p>Aliens</p> 	<p>People Who Help Us</p> 
Hook / 'Wow Moment' (Topic Launch)	Space centre role play.	Visits from various different professions e.g. firefighters, nurse, midwife, police officer, engineer, architect, dentist, pilot
Celebration / Showcase (Topic Culmination)	Dress us as an alien day	Visit care home and help the residents – sing for them, hand out drink of water/biscuits
Communication and Language	<p>Listening, Attention and Understanding</p> <p>Listens to a whole story and comment on what is happening.</p>	<p>Listening, Attention and Understanding</p> <p>Learn some rhymes, poems and songs I laugh at funny rhymes and jokes.</p>

	<p>Asks questions about my favourite books.</p> <p>Chooses a book or game that might be different from my friends and say why I like it.</p> <p>Plays and listens to friends at the same time.</p> <p>Understand how to listen carefully and I know why listening is important.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Responds quickly to a series of instructions.</p> <p>Remembers key points from a story told without props or pictures.</p> <p>Operates a CD player and show understanding of the remote controls.</p> <p>Use Beebots to give simple instructions.</p> <p>Understands and completes a simple program on a computer or iPad</p>
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Listen carefully to rhymes and songs, paying attention to how they sound.

Speaking

Use language to create imaginary events, storylines and themes

Sustain imaginary play situations expressing myself to friends and adults.

Learn some new vocabulary.

Speaking

Use new vocabulary in different contexts.

Ask questions to find out more.

Answer questions to check I understand what has been said.

Articulate ideas and thoughts in well-formed sentences.

Talk to help work out problems and organise thinking and activities

Explain how things work and why they might happen.

		<p>Developing social phrases.</p> <p>Retell familiar stories, some with exact repetition and some in my own words.</p>
<p>Physical Development</p>	<p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Revise and refine the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further developing and refining a range of ball skills including: throwing,</p>	<p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Develop my strength, co-ordination, balance, control and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

	<p>catching, kicking, passing, batting, and aiming.</p> <p>Consistently use a dominant hand.</p> <p>Use a tripod grasp.</p> <p>Use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Show the foundations of a good handwriting style.</p> <p>Taught PE- Dance (GetSet4PE)</p>	<p>Use a tripod grasp.</p> <p>Use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Show the foundations of a good handwriting style.</p> <p>Taught PE- Ball Skills (GetSet4PE)</p>
<p>Personal, Social and Emotional Development</p>	<p>Adapt my behaviour to different events, social situations and changes in routine.</p>	<p>Autism awareness Day</p> <p>Adapt my behaviour to different events, social situations and changes in routine.</p>

	<p>Understand that my own actions affect other people.</p> <p>Start to negotiate and solve problems without aggression.</p> <p>Aware of the boundaries set and of behavioural expectations in the class.</p> <p>Express feelings and show some consideration for the feelings of others.</p> <p>Identify and moderate their own feelings, socially and emotionally.</p> <p>Willingly participate in a wide range of activities.</p>	<p>Understand that my own actions affect other people.</p> <p>Start to negotiate and solve problems without aggression.</p> <p>Aware of the boundaries set and of behavioural expectations in the class.</p> <p>Express feelings and show some consideration for the feelings of others.</p> <p>Identify and moderate their own feelings, socially and emotionally.</p> <p>Outgoing towards unfamiliar people and more confident in new social situations.</p>
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	<p>Show enthusiasm and excitement when anticipating and engaging in certain activities.</p> <p>Confident in speaking in front of a small group.</p> <p>Resilience and perseverance in the face of challenge.</p> <p>Start conversations, attend to and take account of what others say.</p> <p>Explain my own knowledge and understanding, and ask appropriate questions of others.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Manage my own needs.</p> <p>Take steps to resolve conflicts with other children.</p> <p>Play in a group, extending and elaborating play ideas.</p> <p>Build constructive and respectful relationships with my friends.</p>
<p>Literacy</p>	<p>Phonics Continue phase 3. Comprehension</p> <p>Talk about events and characters in books.</p>	<p>Phonics Continue/consolidate phase 3. Comprehension</p>

	<p>Talk about my favourite book.</p> <p>Read simple words and simple sentences.</p> <p>Use vocabulary and events from stories in my play.</p> <p>Retell a story using my own words.</p> <p style="text-align: center;">Reading</p> <p>Join in with the rhythm of well-known rhymes and songs.</p> <p>Segment and blend simple words demonstrating my knowledge of sounds independently.</p>	<p>Re-read books to build up confidence in word reading.</p> <p>Develop fluency, understanding and enjoyment.</p> <p>Use vocabulary and events from stories in my play.</p> <p>Retell a story using my own words.</p> <p style="text-align: center;">Reading</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme.</p>
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Read simple words and simple sentences.

Identify rhymes and find some of my own rhymes.

Read individual letters by saying the sounds for them.

Blend sounds into words, using known letter-sound correspondences.

Writing

Handwriting

Sit on a chair with a straight back and my feet on the floor.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Writing

Handwriting

Form most lower-case and some capital letters correctly.

Composition

Write short sentences with words with known sound-letter correspondences.

Use a capital letter and full stop.

Control finer tools when playing with dough.

Form recognisable letters, some of them correctly.

Use a tripod grasp. (Link to fine motor)

Composition

Write captions and labels.

Begin to rehearse what I write orally before writing.

Write short sentences with words with known sound-letter correspondences

Spelling

Re-read what I have written to check that it makes sense.

Spelling

Segment and blend the sounds in simple words.

Name some letters sounds when writing.

Spell words by identifying the sounds and then writing the sound with letters.

Grammar, Punctuation

Talk about sentences and start to write short sentences.

Start to use full stops and capital letters in the correct places.

	<p>Segment and blend the sounds in simple words.</p> <p>Name some letters sounds when writing.</p> <p>Spell words by identifying the sounds and then writing the sound with letters.</p> <p>Grammar, Punctuation</p> <p>Talk about sentences and start to write short sentences.</p> <p>Start to use full stops and capital letters in the correct places.</p>	
<p>Maths</p>	<p>Number</p> <p>Count up to ten objects accurately by saying one number name for each item.</p>	<p>Number</p> <p>Fully understand 6, 7, 8, 9 and 10 and all manipulations of the numbers.</p>

Explore the composition of numbers to 10.

Select the correct numeral to represent 1 to 20 objects.

Count an irregular arrangement of up to ten objects.

Estimate how many objects I can see and check by counting them

Numerical Patterns

Count verbally to 20 and beyond.

I can continue, copy and create repeating patterns.

Find one more or one less from a group of up to ten objects.

Count objects, actions and sounds.

I can subitise.

Understand addition up to 10 using all combinations.

Recall number bonds for numbers to 10, sometimes using objects for support.

Numerical Patterns

Recall some double facts, sometimes using objects for support

Compare capacity and weight using mathematical language.

Compare length and height using mathematical language.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Compare quantities of objects up to 10 in different contexts.

Compare groups of objects, using the language greater than, less than or the same as.

Recognise which numbers are odd or even.

Show some understanding of doubling and halving in familiar contexts.

Share objects equally.

Compare time using mathematical language.

Explore some 3D shapes and recognise a shape can have other shapes within it.

Compare groups of objects, using the language greater than, less than or the same as.

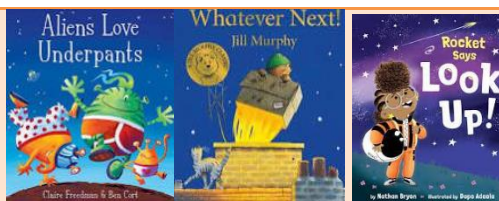
Recognise which numbers are odd or even.

Show some understanding of doubling and halving in familiar contexts.

<p>Understanding the World</p>	<p>Comment on images of familiar situations in the past. Enjoy reading books to find out about the past.</p> <p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of my family.</p> <p>Enjoy listening to stories which represent life in different countries.</p> <p>Talk about why things happen and how things work.</p> <p>Show care and concern for living things and the environment.</p>	<p>Talk about I talk about people in my community and their roles. Compare and contrast characters from stories, including figures from the past. Start to show an interest in different occupations and ways of life.</p> <p>Understand that some places are special to members of my community.</p> <p>Describe what I see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
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	<p>Explore the natural world.</p> <p>Draw pictures of animals and plants.</p>	<p>Enjoy reading books to find out about changes and growing.</p>
<p>Expressive Arts and Design</p>	<p>Show interest in and describe the texture of things.</p> <p>Develop preferences for forms of expression e.g. painting, drawing, clay, movement and dance.</p> <p>Use various construction materials and techniques.</p> <p>Use a variety of tools to join and fasten.</p> <p>Explore, use and refine a variety of artistic effects to express my ideas and feelings.</p>	<p>Return to and build on previous learning to improve and develop my ideas.</p> <p>Create collaboratively sharing ideas and talking about my creation.</p> <p>Build stories around toys and construction.</p> <p>Use available resources to create props to support role-play.</p> <p>Create movement in response to music and I am beginning to move in time to the music.</p>

	<p>Explore and learn how sounds can be changed.</p> <p>Sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing my feelings.</p> <p>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>Develop storylines in my pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
RE	Chinese New Year	Easter Story
Additional Enrichment Opportunities	Play and devise pant games	<p>Various visitors to come in and talk about their jobs and how they help people</p> <p>Library Trip</p>
Key Texts	<p>Aliens Love Underpants</p> <p>Whatever Next</p>	Non-fiction texts- police officers, vets, firefighters, dentist, pilot, nurses/Drs etc.

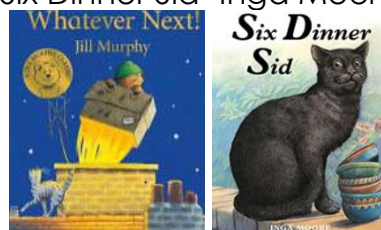


Aliens in Underpants Save the World
How to Catch a Star
Dinosaur That Pooped a Planet





Reading Spine

Whatever Next- Jill Murphy
Six Dinner Sid- Inga Moore



Mrs Armitage- Quentin Blake
On the Way Home- Jill Murphy



	Summer 1	Summer 2
Topics	On the Farm 	Seaside/Water 
Hook / 'Wow Moment' (Topic Launch)	Farm Visit	Water fight/make a giant water fountain using recycling containers
Celebration / Showcase (Topic Culmination)	Farm animal face painting day.	Assembly for school/parents, retell a story, talk about what learnt over the year, sing songs
Communication and Language	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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	<p>sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
<p>Physical Development</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>

	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Taught PE- Gymnastics (GetSet4PE)</p>	<p>Begin to show accuracy and care when drawing.</p> <p>Taught PE- Games (GetSet4PE)</p>
<p>Personal, Social and Emotional Development</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p><i>Transition to Year 1</i></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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	<p>Show sensitivity to their own and to others' needs.</p>	
<p>Literacy</p>	<p>Phase 3 and 4 Phonics</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Phase 4 Phonics, phase 5 for more able group</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>

	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Maths</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p>

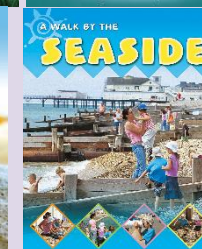
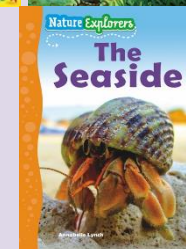
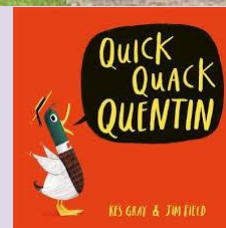
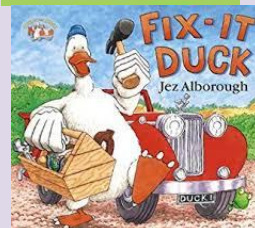
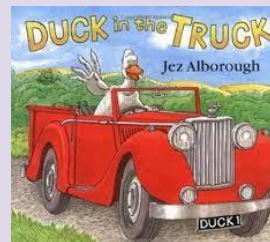
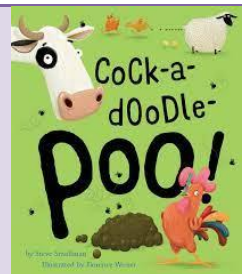
	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including</p>	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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	<p>evens and odds, double facts and how quantities can be distributed equally.</p>	
<p>Understanding the World</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>

	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been</p>	<p>what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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	<p>read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
<p>Expressive Arts and Design</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>

	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
<p>RE</p>		
<p>Additional Enrichment Opportunities</p>	<p>Farm visit Lady Bay Art Trail</p>	<p>Spanish Day</p>
<p>Key Texts</p>		



Reading Spine

Farmer Duck- Martin Waddell
Rosie's Walk- Pat Hutchins

Shhhh! Sally Grindley
Beegu- Alexis Deacon

