

Literacy

With support I know and understand a few of the key concepts about print: print can have different purposes, we read English text from left to right and from top to bottom

I know and can remember entire songs that I can sing.

I can listen to longer stories and can remember much of what happens.

I can talk about familiar books and be able to tell you a simple short story.

I know a wider range of vocabulary.

I can use longer sentences of four to six words.

I am developing my phonological awareness so I can; count and clap syllables and recognise words with the same initial sound, e.g. money / mother.

I can use one-handed tools and equipment, e.g., making snips in paper with scissors.

Use a comfortable grip with good control when using pens and pencils.

Key Vocabulary:

Songs, nursery rhymes, stories, books, drawing.

Communication and Language

I can listen to and know how to talk about stories to build familiarity and understanding.

I know how to retell a story, with an adult using prompts.

With support, I know how to describe events in some detail.

I can connect one idea or action to another using a range of connectives.

can use a wider range of vocabulary sometimes with an adult to support me.

Key Vocabulary:

Journey, roads, river, sea, train tracks, vehicle, driving, flying, mode of transport, for example, hot air balloon, aeroplane.

Extra-Curricular Learning

Sitting on the double decker bus and exploring it's key features

Transport

Spring 1



Mathematics

I know how to recite numbers from 0-10

Knows that there are numbers beyond 10.

Knows that each number counted is one more than the one before.

I know how to point to the number spoken (1-correspondance) up to 10 securely, with support.

I know that the last number said is the total counted so far within numbers to 5 with.

I know how to show finger numbers up to 5 and maybe beyond.

I know how to link numbers up to 5.

I know the term 2D and know the informal and formal mathematical language associated with it. Eg circle, rectangles, triangles, side, corner, flat, round.

I know and can describe a familiar route.

Knows the language to sequence events real and fictional using first, then, after.

Key Vocabulary:

Altogether, age, counting, counting finger, square,

Physical Development

Throwing—I know that I need to throw the large ball from above my head.

I can grasp and release with two hands to throw a large ball.

I know that I need to have both my hands ready to catch the ball.

I can grasp with two hands to catch a large ball.

I can show how I am developing my movements, balancing, riding (scooters, trikes and bikes) and ball skills.

I can balance on one foot.

I know how to use one-handed tools and equipment, for example, making snips in paper with scissors, with less support.

Key Vocabulary:

Throwing, hands, dominant hand, games, teams, together, taking turns

National Curriculum Links

Science

Geography

History

Art

Design and Technology

PE

RE

Music

PHSE

oblong, triangle,
circle, flat, turn,
flip, move



Personal, Social and Emotional Development

I can understand what a challenge means

I can keep trying until I can do something

I can set a goal and work towards it

I know some kind words to encourage people with

I can start to think about the jobs I might like to do when I'm older

I can feel proud when I achieve a goal

Key Vocabulary:

Challenge, trying, not giving up, older, goal

Expressive, Arts and Design

I know how to use pencils competently, safely and confidently to make marks.

I can draw with increasing complexity and detail e.g. representing a face with a circle and including details.

Explore colour and experiment colour mixing.

Use one handed tools and equipment e.g. making snips with scissors.

I can explore different materials freely.

I know how to use the materials and what to make.

I can use 3D and 2D structures to explore materials and/or to express ideas.

I know some traditional nursery rhymes.

I can sing to myself and make up simple songs.

I know that instruments make different sounds.

I can tap out a simple rhythm.

I know that music is different across the world, for example, Chinese New Year.

I know how to mix using a woodent spon and use a rolling pin with support.

Key Vocabulary:

Understanding of the World

I know that chocolate melts when it is heated.

I know that ice melts when it is left out in the sun.

With support, I can make observations and begin to answer questions.

I can talk about what happens when I play with toys in water. I

know that different objects will sink or float.

I know what a map is and can show interest in them.

know positional vocabulary such as under, above.

I know there are different countries in the world.

I know some features of our community—school, shop, house.

I know that different forms of transport provide different services.

Key Vocabulary:

Hot, cold, heat, runny, hard, sink, float, map, home, route, under, above, countries, globe, different places.