

**Numeracy.**

- **Daily maths.**
- Number and place value – numbers to 10.
- Number: addition and subtraction – addition to 10.
- Number and place value – measure. Length, height, distance, weight.
- Number: addition and subtraction – number bonds to 10.
- Number: addition and subtraction – subtraction.
- Geometry: properties of shape - exploring patterns.

**Personal, Social and Emotional Development.**

- **Check in each day on well-being board.**
- Say how others are feeling based on their expressions and actions.
- Say what they are good at and what they would like to improve.
- Show resilience and perseverance when they face a challenge.
- Sit and listen during adult focus time.
- Follow instructions with two or more parts.
- Keep on trying even when they are finding something difficult.
- Follow the school and class rules.
- Talk about the school and class rules.
- Say how they keep themselves healthy via Handwashing.
- Use words to help solve conflicts with others.
- Work well with others listening and sharing ideas.
- Show friendly behaviour in the classroom and around school.
- Developing friendships with lots of different people.
- Identify how others feel and respond to them appropriately.

**Literacy.**

- **Daily RWI phonics.**
- Write most lower-case letters correctly in a simple CVC word sentence.
- Write CVC words using set 1 and some set 1 special friends.
- Write CVCC words and labels using set 1 and some set 1 special friends.
- Retell key events from stories I have read.
- Blend sounds to read words.
- **Link to core texts.**
- Describe the key events in detail and answer why and how questions about what I have just read.
- Recall facts from a non-fiction book and find the information from the text.
- **Nonfiction texts linked to UTW.**
- Ask a question when I do not understand a word and ask what the meaning is, so I can understand what has been read to me or what I have just read.
- Say what might happen next linked to other similar stories.
- Predict what will happen in the story when reading the title and talking about my reasons.
- Infer using words from the text and what I have just read.
- Talk about stories, rhymes, non-fiction and songs.
- Ask my key worker to help me understand a word that I am not sure of.
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**Expressive Arts and Design.**

- Different shades such as adding black & white to paint- **Artist Paul Klee.**
- Roll, twist and cut clay into the shape that they want.
- Use scissors and one-handed tools to create art safely and more accurately including playdough tools and paintbrushes etc.
- Use props and materials when they are role playing familiar stories.
- **Link to core texts, masks and role play materials.**
- Adapt and change well known stories and narratives and small world/ role play them with others.
- Use characters and scripts from different stories to create my own story and talk about why they have chosen that character.

# Worldwide Adventures

**Expressive Arts and Design. – Music**

- **Charanga weekly and singing daily before lunch.**
- Sing well known songs in a group or alone and match the pitch.
- Sing to the melody of the song in a group or individually.
- Listen carefully to music and start to move to it.
- Join in with singing and dancing

**Communication and language.**

- Respond to what they have heard by asking questions and say what they think.
- Say what they think and explain why.
- Respond to what others say.
- Describe events, characters, and stories in some detail.
- Share their ideas in small groups.
- Explain events that have already happened in detail.
- Start to use past, present and future tenses.
- Explain their ideas & thoughts in well-formed sentences.
- Ask questions to find out more information or check what they understand.
- **WellComm twice per week.**
- **Core texts and high quality texts.**
- **ShREC- Share, respond, expand, converse.**

**Understanding the world.:**

**Ideas- this will depend on children's interests.**

- **Hook Elf travelling around the world/ receiving post cards. Using Google Earth and Non-fiction texts.**
- Explore and talk about the natural world using what I know from stories/ non-fiction.
- Draw information from a simple map and use the correct vocabulary such as road and town/city.
- Can draw information from a simple map where my school is situated.
- Can start to talk about the differences in lives in other countries.
- **Comparing animals within the Arctic and desert.**
- Can describe different types of animals whilst looking at countries around the world.
- Can describe my own environment and local area.
- Can describe another environment which is different to ours that we live in e.g. desert, Arctic etc.
- **Mud kitchen outside, water and sand areas.**
- Can explore and observe what happens to the different states of matter.
- Can explore through play what happens to the state of matter when a different material is added such as paint mixing and mud play.
- **IWB and games linked to core texts/ finding information/ videos and photos with creations of expressive art and design focus.**
- Uses ICT hardware to interact with age-appropriate computer software.

**Physical development.**

- **Outside daily and P.E once a week.**
- Can throw, kick, pass and catch a large ball with confidence, precision and accuracy.
- Can use a bat and hit a target by aiming.
- Can move and use both large and smaller scale equipment (building blocks etc)
- Can develop my body strength and co-ordination by being highly active every day.
- Get Set4 P.E- Gymnastics Unit 2 focus.
- Use their core muscle strength to have good posture when sitting at a table to write.
- **Handwriting in small groups as a warm up in literacy**
- Begin to form the sounds c, o, a, d, g, q correctly including the correct directionality.

**Vocabulary linked to Understanding the world**

Sea  
Land  
Globe  
World  
England  
City  
Town  
Landmarks  
Hot  
Cold  
Ice  
Arctic  
Africa  
Equator  
Savanna  
Desert  
Rainforest  
Map  
Wolverhampton  
Gurdwara  
Religion  
Culture

**Core texts**

Non-fiction- Arctic Animals  
Link to Africa- Handa's Surprise.  
Poetry- Nature Trail  
Link to Chinese New Year



**Characteristics of effective learning:**

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. The children use the language of this through our dinosaurs on display.

**British values:**

**Mutual respect and tolerance:** Children understand that countries differ to one another, and people lead different lives.

**Rule of law:** Children follow and respect our class rules and they are referred to often.

**Individual liberty:** We celebrate the fact we are all different.

**Democracy:** Children have opportunity to choose where they would like to pursue their independent learning.

**Our high-quality text choices:**

Poetry- Oi Frog  
Modern- Smartest Giant in Town  
Link to travelling- Snail and the Whale



**Skills to revisit within provision from Autumn term within the provision:**

**EAD:**

- Mix primary colours together to see what colour it makes.
- **Vincent Van Gogh- Starry night to link to celebrations/ festivals.**
- Start to join materials together.

**LIT/ PD:**

- Use a tripod grip.

**PD:**

- Can develop movement (using age-appropriate bikes, scooters etc.)

**UTW:**

- Talk about and identify features in a temple.
- I can use magnets to show materials that are magnetic and not.

**Enrichment:**

Children will have opportunity to visit Forest school each week as well as being immersed into their learning such as reading our story 'Nature Trail' within our outside environment. We will also be celebrating Chinese New Year.

**Pupil premium:**

Staff are aware of children that are pupil premium within their class and ensure their engagement and understanding via targeted questioning.

**Outdoors:**

Mud kitchen, utensils available daily.  
Sand and water areas with tools available daily.  
Balls and bats and balls in gross motor zones.  
Two days a week have bikes with matching parking zones.  
Construction area with large constructions, role play clothes and helmets- revisit last terms knowledge.  
Maths and literacy areas accessible with last half terms skills.  
A tuff tray linked to literacy previous stories to access.  
Reading area and child interest books.  
Primary colours on glass panels to revisit last half terms skills.  
Child interest small world in tyres by slate.  
Magnifying glasses in garden area.  
Junk modelling outside linked to joining materials together.

**Wider context:**

- To support children with English as an additional language we will say hello within the register in different languages.
- We will use gestures, Makaton and dual coding within the provision to help children with EAL as well as special educational needs.
- Staff are aware of children that require targeted language support, and this is delivered via the provision as well as WellComm.
- Staff play nursery rhymes before lunch in different languages.
- One area of our provision is set up to directly meet the IEP needs of our focus children and they receive daily 1:1 tutoring for phonics.

**Parental engagement:**

Class Dojo weekly.  
RWI portal links.  
Parents evening.  
Daily chats on the door.  
Home learning tasks.