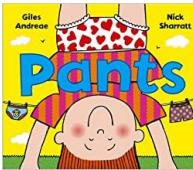
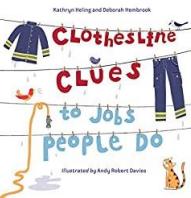
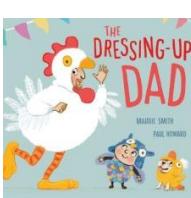
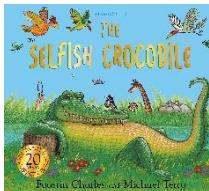
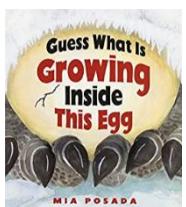
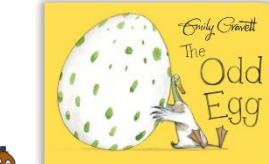
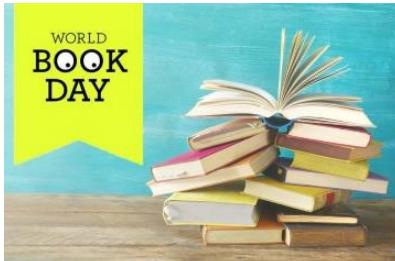


<h3>Communication and Language</h3> <p>Skills</p> <ul style="list-style-type: none"> ~ Hold a conversation with a back and forth exchange. ~ Ask question to find out more and to check their own understanding. ~ Use new vocabulary they have learnt in different situations. 	<h3>Personal, Social and Emotional development</h3> <p>Skills</p> <ul style="list-style-type: none"> ~ Develop personal independence with self-help skill such as doing up coats and putting on gloves. ~ Jigsaw programme ~ Dreams and Goals ~to persevere in order to tackle challenges and achieve goals ~to use kind words to encourage people ~to be aware of the link between they learn now and how it might affect what they do when they are older ~to say how they feel when they achieve a goal and know what it means to feel proud 	<h3>Physical development</h3> <p>Skills~ Gross motor</p> <ul style="list-style-type: none"> ~ develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball ~ through dance explore space and how to use space safely, travelling movements, shapes and balances. To copy, repeat and remember actions and perform to others, beginning to provide simple feedback. 																																
<h3>Literacy</h3> <p>Skills</p> <ul style="list-style-type: none"> ~ Anticipate key events in stories they have heard. ~ Talk about words they like from books. ~ Phase 3 Q phonics.  <p>Phase 3 Sound Mat</p> <table border="1"> <tr> <td>j</td><td>v</td><td>w</td><td>x</td><td>y</td><td>z</td><td>zz</td><td>qu</td> </tr> <tr> <td>cn</td><td>sh</td><td>th</td><td>th</td><td>ng</td><td>ai</td><td>ee</td><td>igh</td> </tr> <tr> <td>oa</td><td>oo</td><td>oo</td><td>ar</td><td>or</td><td>ur</td><td>ow</td><td>oi</td> </tr> <tr> <td>ear</td><td>air</td><td>ure</td><td>er</td><td></td><td></td><td></td><td></td> </tr> </table> <p>Tricky words... he she we me you are her was all they my</p>	j	v	w	x	y	z	zz	qu	cn	sh	th	th	ng	ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air	ure	er					<p>Spring 1</p> <h3>What shall I wear?</h3> <p>Core text and Experiences</p>     	<p>Skills ~ Fine motor</p> <ul style="list-style-type: none"> ~ Begin to form letters correctly, within letter families r n m h b p k, using handwriting rhymes from Q phonics. ~ Weekly hand gym sessions to develop pincer strength, pen grip, drawing & scissors skills, plus how to use cutlery correctly.
j	v	w	x	y	z	zz	qu																											
cn	sh	th	th	ng	ai	ee	igh																											
oa	oo	oo	ar	or	ur	ow	oi																											
ear	air	ure	er																															
<p>~ Recognition of grapheme, phoneme correspondence</p> <p>~ Write CVC words</p> <p>~ Blending and segmenting CVC words (consonant, vowel, consonant)</p> <p>~ Write simple captions and make plausible attempts at longer words.</p>	<p>Mathematics</p> <p>Skills</p> <p>Following NCETM programme</p> <ul style="list-style-type: none"> ~recognising and ordering numbers up to 5 ~ Know 1 more than, 1 less than (0-5) ~ Composition and decomposition of numbers to 5 as part/whole relations ~ Recognise equal and unequal quantities, using language more than, fewer than and an equal number ~ Match pairs of objects and count in 2's. ~ Comparing capacity. ~ ordering according to weight and length ~Reasoning ~ shape 																																	

<p>Understanding the World</p> <p>Skills</p> <ul style="list-style-type: none"> ~ Know people wear special clothes for different occasions. ~ Know environments vary from one another. ~ Know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class. ~ Identify similarities and differences between past and present objects. ~ Know about characters from stories, including figures from the past ~ Know about some events in the past. ~ Know about different job roles. ~ know which Bible stories tell Christians that they are precious to God? ~ identify and name everyday materials. ~ perform a simple test and work scientifically ~ describe/explain what they have done. <p>Computing</p> <p><u>Relationships & Communication</u></p> <p>Smartie the penguin ~ talking to strangers on line</p> 	<p>School value ~ Aspiration</p> <p>British value ~ Individual Liberty</p> <p>Goring Community Events</p> <p><u>Parent/pupil/teacher meetings</u></p> <p>Tuesday 13th January</p> <p>Tuesday 20th January</p> <p>Tuesday 27th January</p> <p>Internet safety day ~ 10th February 2026</p> <p>Whole school Art & RE days ~ 8th and 9th January 2026</p> 	<p>Expressive Arts and Design</p> <p>Skills</p> <ul style="list-style-type: none"> ~ Select tools and techniques needed to shape, assemble and join materials they are using. ~ Use scissors to cut lines and shapes. ~ Explore painting with brushes, hands, toothbrushes, using different sizes of strokes, dots, lines. ~ Print with variety of objects and colours. ~ Kapow ~ transport ~ explore creating sound effects ~ Identify and create fast and slow sounds (tempo) ~ interpret simple symbols to change speed. ~ Explore moving to different tempos 
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<p>Communication and Language</p> <p>Skills</p> <ul style="list-style-type: none"> ~ Hold a conversation with a back and forth exchange. ~ Ask question to find out more and to check their own understanding. ~ Use new vocabulary they have learnt in different situation 	<p>Personal, Social and Emotional development</p> <p>Skills</p> <ul style="list-style-type: none"> ~ Jigsaw programme ~ Healthy me ~ to understand that they need to exercise to keep their body healthy ~ to understand how moving and resting are good for their bodies ~ to know which foods are healthy and not so healthy and can make healthy eating choices ~ to know how to help themselves go to sleep and understand why sleep is good for them ~ to wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet ~ to can wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet ~ Oral hygiene 	<p>Physical development</p> <p>Skills~ Gross motor</p> <ul style="list-style-type: none"> ~ rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball.  <p>Skills ~ Fine motor</p> <ul style="list-style-type: none"> ~ form letters correctly with appropriate ascenders and descenders ~ Weekly hand gym sessions to develop pincer strength, pen grip, drawing & scissors skills
<p>Literacy</p> <p>Skills</p> <ul style="list-style-type: none"> ~ Anticipate key events in stories they have heard. ~ Talk about words they like from books. ~ Phase 4 Q phonics & adjacent consonants ~ read and common exception words from Phase 2-4 ~ spell common exception words from phase 2 & 3 ~ Write CCVC & CVCC words ~ Write simple captions and make plausible attempts at longer words. 	<p>Spring 2</p> <p>What's inside?</p> <p>Core text and Experiences</p>    	<p>Mathematics</p> <p>Skills</p> <p>Following NCETM programme</p> <ul style="list-style-type: none"> ~ know 1 more than, 1 less than (0-10) ~ composition of numbers to 10 as part/whole relations ~ number bonds to 10 ~ match pairs of objects and count in 2's. ~ number doubles ~ Use mathematical language when talking about shape, linking properties of 2d shape to 3d shape. ~ coin recognition ~ pattern including ABBABB repeating patterns. 

	School value ~Faith British value ~Self Worth	
Understanding the World <u>Skills</u> <ul style="list-style-type: none"> ~ know about growth, decay and changes over time ~ know some similarities and differences in relation to living things. ~ observe and draw pictures of things that grow. ~ know about aspects of my familiar world such as the natural world, making observations and drawing pictures. ~ Explore and use range of maps, globes, aerial and photographs. ~ talk about similarities and differences between this country and others. ~ Why do Christians put a cross in an Easter garden? 	Goring Community Events  Easter Service  	Expressive Arts and Design <u>Skills</u> <ul style="list-style-type: none"> ~ know how to use a variety of drawing tools and techniques – chalks and pastels (oil and chalk) ~ Select tools and techniques needed to shape, assemble and join materials they are using. ~ listen to and move in time to music, travelling, copying and performing actions while developing balance and coordination ~ Kapow music ~ Music and movement ~ learn how to create simple actions to songs ~ learn how to move to a beat ~ express feelings and emotions through movement to music
Computing <u>News and Media Literacy</u> Smartie the penguin ~ unreliable information		