

Communication and Language

Skills

~ 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.



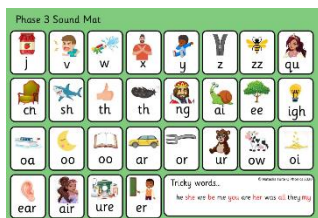
Literacy

Skills

~ Anticipate key events in stories they have heard.

~ Talk about words they like from books.

~ Phase 3 Q phonics.



~ Recognition of grapheme, phoneme correspondence

~ Write CVC words

~ Blending and segmenting CVC words (consonant, vowel, consonant)

~ Write simple captions and make plausible attempts at longer words.



Personal, Social and Emotional development

Skills

~ 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

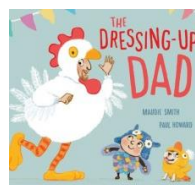
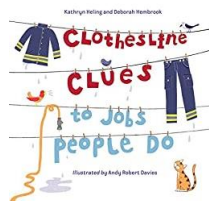
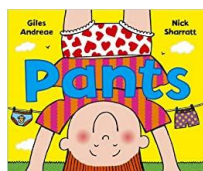
~to be aware of the link between they learn now and how it might affect what they do when they are older

~to say how they feel when they achieve a goal and know what it means to feel proud



Spring 1 What shall I wear?

Core text and Experiences



Physical development

Skills~ Gross motor

~ 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.

Skills ~ Fine motor

~ 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.

Mathematics

Skills

Following NCETM programme

~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

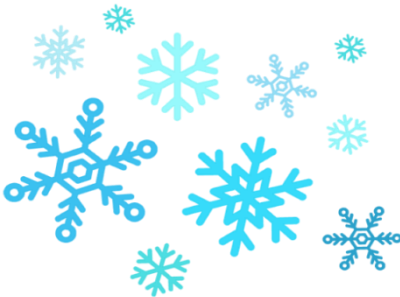
~ Match pairs of objects and count in 2's.

~ Comparing capacity.

~ ordering according to weight and length

~Reasoning ~ shape



<p>Understanding the World <u>Skills</u></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>School value ~ Aspiration</p> <p>British value ~ Individual Liberty</p>	<p>Expressive Arts and Design</p> <p><u>Skills</u></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.
<p>Computing <u>Relationships & Communication</u></p> <p>Smartie the penguin ~ talking to strangers on line</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> 



Communication and Language

Skills

- ~ 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



Personal, Social and Emotional development

Skills

- ~ 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

Physical development

Skills~ Gross motor

- ~ rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball.



Skills ~ Fine motor

- ~ form letters correctly with appropriate ascenders and descenders
- ~ Weekly hand gym sessions to develop pincer strength, pen grip, drawing & scissors skills

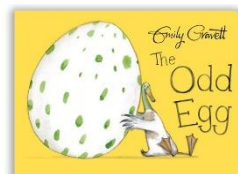
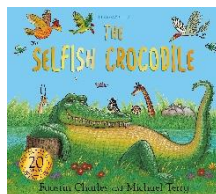
Literacy

Skills

- ~ 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.



Spring 2 What's inside? Core text and Experiences



Mathematics

Skills

Following NCETM programme

- ~ 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

Skills

~ 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.

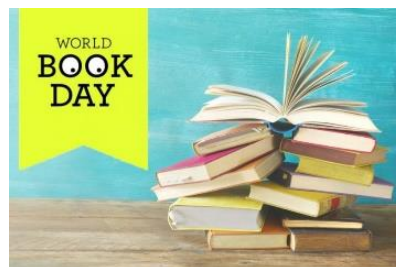
~ Explore and use range of maps, globes, aerial and photographs.

~ 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

Skills

~ 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

News and Media Literacy

Smartie the penguin ~ unreliable information