

## 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.



## 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



## 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.



## 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

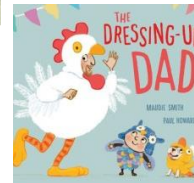
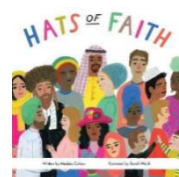
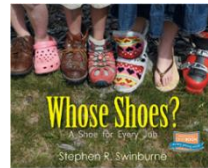
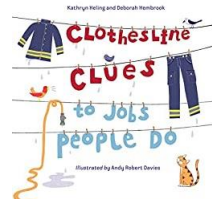
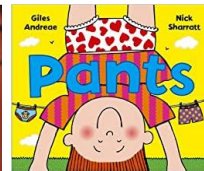
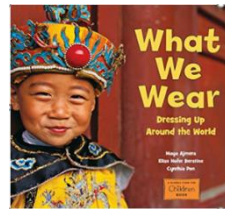
~ Blending and segmenting CVC words (consonant, vowel, consonant)

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



## Spring 1 What shall I wear?

### Core text and Experiences



## 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

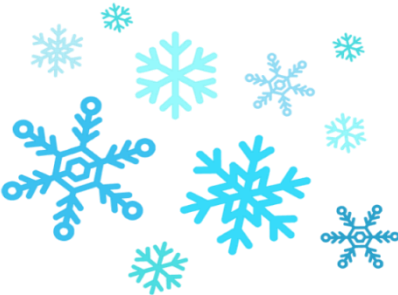
~ Match pairs of objects and count in 2's.

~ Comparing capacity.

~ ordering according to weight and length

~Reasoning ~ shape



<p><b>Understanding the World</b> <u>Skills</u></p> <ul style="list-style-type: none"> <li>~ Know people wear special clothes for different occasions.</li> <li>~ Know environments vary from one another.</li> <li>~ Know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</li> <li>~ Identify similarities and differences between past and present objects.</li> <li>~ Know about characters from stories, including figures from the past</li> <li>~ Know about some events in the past.</li> <li>~ Know about different job roles.</li> <li>~ know which Bible stories tell Christians that they are precious to God? (RE plans unit 1)</li> <li>~ identify and name everyday materials.</li> <li>~ perform a simple test and work scientifically</li> <li>~ describe/ explain what they have done.</li> </ul>	<p><b>School value ~ Aspiration</b></p> <p><b>British value ~ Individual Liberty</b></p>	<p><b>Expressive Arts and Design</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>~ Select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>~ Use scissors to cut lines and shapes.</li> <li>~ Explore painting with brushes, hands, toothbrushes, using different sizes of strokes, dots, lines.</li> <li>~ Print with variety of objects and colours.</li> <li>~ Capture images using I-pads &amp; cameras.</li> <li>~ Know some songs by heart.</li> <li>~ Know instruments make different sounds and can link these to a story.</li> <li>~ Identify and create fast and slow sounds (tempo)</li> <li>~ Represent sounds with simple marks.</li> </ul>
<p><b>Computing</b> <u>Relationships &amp; Communication</u></p> <p>Smartie the penguin ~ talking to strangers on line</p>	<p><b>Goring Community Events</b></p> <p><u>Parent/pupil/teacher meetings</u></p> <p>Wednesday 10<sup>th</sup> January</p> <p>Wednesday 17<sup>th</sup> January</p> <p>Wednesday 24<sup>th</sup> January</p> <p>Wednesday 31<sup>st</sup> January</p> <p>Wednesday 7<sup>th</sup> February</p> <p>Internet safety day ~ 6<sup>th</sup> February 2024</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

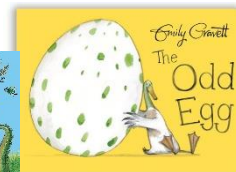
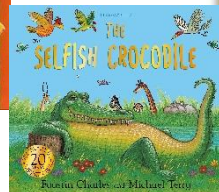
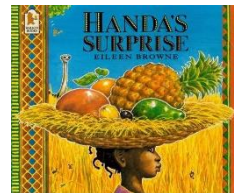
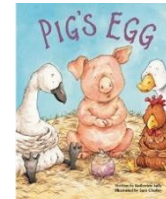
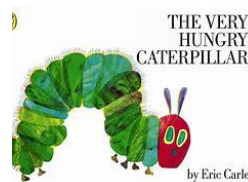
~ Write CCVC & CVCC words

~ 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.

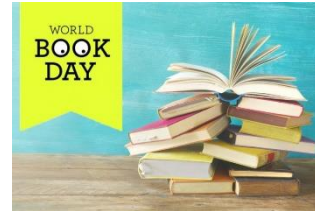
~ talk about similarities and differences between this country and others.

~ Why do Christians put a cross in an Easter garden?



**Goring Community Events**

Mothering Sunday



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 ~ Big Bands

~ Learning about the four different groups of musical instruments

~ following a beat using an untuned instrument

~ performing a practised song to a small audience

~ know some songs by heart.



**Computing**

News and Media Literacy

Smartie the penguin ~ unreliable information