



<p>In Communication, I will:</p> <ul style="list-style-type: none">Engage in circle time developing my listening and attention skills and respond with relevant comments and actions.I will develop my questioning skills to find out specific information, clarifying my understanding and make appropriate comments about what I have heard.Develop my conversation skills with my peers and with adults, taking turns to speak and to listen.Participate in small group, class and one-to-one discussions, offering my own ideas and using recently introduced vocabulary;Offer explanations for why things may happen, again making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;Express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses, developing more complex sentences by using conjunctions, e.g. and, but, so, or etc. with modelling and support from adults.	<p>In Personal, Social & Emotional Development, I will:</p> <ul style="list-style-type: none">Show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly;Show sensitivity to my own and others' needsForm positive attachments to adults and friendships with peersBegin to set and work towards my own simple goals and be able to wait for what I want and control my immediate impulses when appropriate;Give focused attention to what the teacher/adult says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.Be confident to try new activities and show independence, increasing resilience and perseverance in the face of challenge;Explain the reasons for rules, in classroom, school and games and know right from wrong and try to behave accordingly;Manage my own basic hygiene and personal needs, including dressing for PE and going to the toilet.Understand the importance of healthy food choices through food preparation, stories and discussion as well as healthy lifestyle choices through PE and physical activities and sound oral health practice.Work and play cooperatively and take turns with others;
<p>In Physical Development I will:</p> <p>Develop and refine my Gross Motor control; overall body strength, balance, coordination and agility by;</p> <ul style="list-style-type: none">Negotiating space and obstacles safely, with consideration for myself and others;'Play' and specifically taught skills, games and activities.Move and engage energetically, e.g. running, jumping, dancing, hopping, skipping and climbing.Use and increase my core muscle strength to achieve a good posture when sitting at a table to write. <p>Develop and refine my Fine Motor control by;</p> <ul style="list-style-type: none">effectively using pencils, paintbrushes, scissors and so on and correctly forming letters / numbers	<p>In Literacy, I will:</p> <ul style="list-style-type: none">Develop my quick recognition of letters, digraphs (two letters-one sound) and words.Read unfamiliar words consistent with my phonic knowledge by sound blending;Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.Show my understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary;Anticipate – where appropriate – key events in stories;Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.Write recognisable letters, most of which are correctly formed;Spell words by identifying sounds in them and representing the sounds with a letter or letters;Write simple phrases and sentences that can be read by others.

<p>In Mathematics, I will ...</p> <ul style="list-style-type: none"> Have a deep understanding of numbers to 5, 10 (+) including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10 (+), including evens and odds, double facts and how quantities can be distributed equally Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities; Create and describe patterns; Explore characteristics of everyday objects and shapes and use mathematical language to describe them; Use money with increasing confidence. 	<p>In Expressive arts and design, I will:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques e.g. using hacksaw to cut Balsa wood, using clay tools, wire and mod roc etc.. Developing skills taught by experimenting with colour, design, texture, form and function, e.g. creating sculptures. Share their creations, explaining the process they have used at the end of an activity to develop reflection, critique, explanation, comparison language and consider 'next steps'. Create own and make use of props and materials to enhance my role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with my friends and adults. Sing together a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others regularly and to wider audience e.g. assemblies.
<p>In Understanding the World, I will:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class and use specific vocabulary when talking about them. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe my immediate environment using knowledge from walks/activities, observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country through stories and activities e.g. themed weeks Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from activities, stories, non-fiction texts and –when appropriate –maps Explore the natural world around them, making observations through weekly Forest School sessions and general outdoor provision Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences during themed weeks and what we read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter through indoor and outdoor provision. 	<p>You can help me at home by:</p> <ul style="list-style-type: none"> Sharing the rhymes, stories, counting songs learnt in school and from home. Increasing expectations of my independence and perseverance at home. Continuing to chat with me about anything and everything, encouraging wider vocabulary. Sharing simple tasks for homework and commenting on my reading, in my reading diary (we read every word you write) Giving me the opportunity to play and rest at the end of a busy day! <p>Dates for your Diary</p> <p>Our class assembly is on Thursday 26th May at 3pm all welcome Science week w/c 23rd May and w/c/ 27th June Visit to Kirklees Light Railway – Tuesday 28th June (in school time) History week w/c 13th June Arts week w/c 4th July</p>