



Pivotal Theme		Place and Time - 'Our Wonderful World'
Communication, Language & Literacy	Listening, attention and understanding	<ul style="list-style-type: none"> <li>- Ask questions to find out more and to check they understand what has been said to them</li> <li>- Engage in whole-class discussions and express their opinion (<i>linked to speaking</i>)</li> <li>- Demonstrate an ability to listen to their partner and build on conversation</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>- Articulate thoughts and opinions in well-formed sentences (use of <b>because</b> to explain reasoning)</li> <li>- Express their opinion using '<b>I agree</b>' and '<b>I disagree</b>' as sentence stems (<i>Voice 21</i>)</li> <li>- Use new vocabulary in different contexts</li> <li>- Begin to add detail using describing words (the magical, beautiful forest)</li> <li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> </ul>
	Phonics	<ul style="list-style-type: none"> <li>- Continuation of RWI scheme – learning and applying phonics sounds for reading and writing CVC words</li> <li>- Tricky words and high frequency words</li> <li>- Begin to learn Set 2 sounds and use diagraphs in independent writing</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>- Listen to and talk about stories to build familiarity and understanding</li> <li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>- Reading single words and understanding what the word is</li> <li>- Sharing the meaning of words learnt in the class read aloud, book focus and topic lessons</li> </ul>
	Word Reading	<ul style="list-style-type: none"> <li>- Blend sounds into words, so that they can read short words made up of know letter-sound correspondences</li> <li>- Read a few common exception words matched to the school's phonic programme</li> <li>- Read some letter groups that represent one sound and say sounds for them</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>- Form <i>most</i> lower-case and upper-case letters correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>- Re-read what they have written to check it makes sense</li> <li>- Continue to write CVC words</li> <li>- Begin to write simple sentences using their phonic knowledge</li> </ul>
Mathematics	Number	<ul style="list-style-type: none"> <li>- Subitise numbers 1-5</li> <li>- Match number quantities to numerals (1-5)</li> <li>- Begin to consolidate composition of numbers to 5 (using part-part whole models)</li> <li>- Recognise numbers can be represented in different ways on a die frame.</li> <li>- Begin to recognise quantities more than 5 (6 and 7)</li> </ul>

	Numerical Patterns	<ul style="list-style-type: none"> <li>- Use 'more than' and 'fewer than' to compare quantities</li> <li>- use the words 'an equal number' to say when there is the same number of items in 2 sets</li> <li>- say when they can see an equal number; recognising how quantities can be distributed equally</li> </ul>
Science & Technology	Science	n/a
	Design & Technology	n/a
	Computing	n/a
Understanding the world	People and Communities	<ul style="list-style-type: none"> <li>- Look at the work of fossil hunters</li> <li>- Understanding that it was people who discovered fossils, which has helped us to learn about dinosaurs</li> </ul>
	The World	<ul style="list-style-type: none"> <li>- Recognise some environments that are different to the one in which they live</li> <li>- Our world – look at the solar system and begin to name some of the planets – share any facts that they already know</li> <li>- Where we live – Planet Earth – how can we look after our planet? Focus on animals and their habitats, England and the capital city</li> </ul>
	Past and Present	<ul style="list-style-type: none"> <li>- History and timeline of dinosaurs – look at when dinosaurs evolved and when they became extinct</li> <li>- Share vocabulary around the different dinosaurs, (herbivore, carnivore and omnivore)</li> </ul>
Physical Development	Fine Motor	<ul style="list-style-type: none"> <li>- Begin to develop the foundations of a more fluent handwriting style</li> <li>- Use the static tripod grip when holding writing tools</li> <li>- Use a variety of movements when using sensory dough (rolling, squeezing, stretching)</li> </ul>
	Gross Motor	<ul style="list-style-type: none"> <li>- Combine different movements with ease and fluency</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>- Progress towards a more fluent style of moving, with developing control and grace</li> <li>- Refine the movement skills they have already learnt: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li> </ul>
PSED	Making relationships	<ul style="list-style-type: none"> <li>- Work and play cooperatively with their peers, showing empathy and understanding</li> </ul>
	Self-regulation	<ul style="list-style-type: none"> <li>- Demonstrate resilience and perseverance in the face of challenge</li> </ul>
	Managing self	<ul style="list-style-type: none"> <li>- Continue to build confidence to participate in new challenges and show independence</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>- Explain different rules and continue to recognise right from wrong</li> <li>- Jigsaw PSED scheme</li> </ul>
Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> <li>- Look at Peter Thorpe's rocket artwork</li> <li>- Learn about Vincent Van Gogh and recreate his 'Starry Night' painting applying his style and techniques</li> </ul>

		<ul style="list-style-type: none"><li>- Oil pastel planets</li><li>- Paint blowing volcano artwork</li><li>- Create dinosaur fossils using clay</li></ul>
	Being imaginative and expressive	<ul style="list-style-type: none"><li>- Specialist music provision</li><li>- Retell parts of familiar stories through use of puppets, toys, masks or small-world.</li><li>- Create more complex narratives in their pretend play, building on the contributions of their peers</li></ul>