



Pivotal Theme		Science and Tech - 'Ready, Steady... Grow' CLL Book Focus – 'Jack and the Beanstalk', 'The Gigantic Turnip', 'Handa's Surprise', 'Mr Percy's Magic Greenhouse'
Communication, Language & Literacy	Listening, attention and understanding	<ul style="list-style-type: none"> <li>- Continue to 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> <li>- Continue to ask questions to find our more and to check understanding</li> <li>- Demonstrate an ability to listen to thoughts and ideas using positive body language (<i>eyes on my partner, thumbs in to speak</i>)</li> <li>- Use talk to connect ideas, explain what is happening and anticipate what might happen next.</li> <li>- Role play and introducing storylines in play</li> <li>- Sharing their own learning with adults and peers</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>- Continue to 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 and explain the meaning of new words</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> <li>- Describe events in some detail, using adjectives to add description</li> <li>- Use talk to connect ideas, explain what is happening and anticipate what might happen next</li> <li>- Role play and introducing storylines in play</li> <li>- Sharing their own learning with adults and peers</li> <li>- Use new vocabulary throughout the day</li> <li>- Develop social phrases</li> </ul>
	Phonics	<ul style="list-style-type: none"> <li>- Continuation of RWI scheme – learning and applying phonics sounds for reading and writing</li> <li>- Begin to learn Set 2 and 3 phonic sounds and use digraphs when writing independently</li> <li>- Continue to hear the initial sounds in words</li> <li>- Segment and blend CVC words for reading and writing</li> <li>- Be able to use tricky words learnt</li> <li>- Segment and blend CVC words for reading and writing.</li> <li>- Begin to segment and blend CVCC/CCVC words</li> <li>- Be able to use tricky words learnt in independent writing</li> <li>- Read simple captions/phrases</li> </ul>

	Comprehension	<ul style="list-style-type: none"> <li>- Sharing the meaning of words learnt in the class read aloud, book focus and topic lessons</li> <li>- Listen to stories and enjoy an increasing range of books, building familiarity and understanding</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> <li>- Answer questions to show they have understood what has been said to them</li> <li>- Sequence key events in stories and familiar tales</li> <li>- Continue to build a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>- Read simple phrases and explain their meaning</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 range of 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> <li>- Continue to practice letter formation and recognition through daily phonics sessions</li> <li>- Segmenting and blending CVC words</li> <li>- Begin to read simple captions</li> <li>- Read tricky words and high frequency words</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>- Form 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>- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</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 CVCC/CCVC words</li> <li>- Writing labels/captions more independently</li> <li>- Write tricky words learnt in their writing</li> </ul>
<b>Mathematics</b>	Number	<ul style="list-style-type: none"> <li>- Subitising numbers within 6</li> <li>- Matching number quantities to numerals</li> <li>- Counting sequences</li> <li>- Comparison using knowledge of ordinality rather than comparison by matching quantities</li> <li>- The composition of 7 – part/part/whole</li> <li>- Doubling</li> <li>- Sorting odd and even numbers</li> </ul>
	Numerical Patterns	<ul style="list-style-type: none"> <li>- Counting sequence linking ordinality and cardinality through the use of the staircase pattern</li> <li>- Use 'more than' and 'fewer than' to compare quantities</li> <li>- Recognising which numbers can/cannot be made using doubles</li> <li>- Sorting odd and even numbers</li> </ul>

<b>Science &amp; Technology</b>	Science	<ul style="list-style-type: none"> <li>- Understanding what plants need to grow</li> <li>- Begin to label different parts of plants (roots, stem, leaves, flower)</li> <li>- Begin to understand what a life cycle is (plants and animals)</li> <li>- Understanding of how to keep our bodies healthy</li> </ul>
	Design & Technology	<ul style="list-style-type: none"> <li>- Taste testing a range of different, exotic fruits and vegetables</li> </ul>
	Computing	n/a
<b>Understanding the world</b>	People and Communities	<ul style="list-style-type: none"> <li>- Recognise that people have different beliefs and celebrate special times in different ways</li> <li>- Understanding Christianity- Easter</li> </ul>
	The World	<ul style="list-style-type: none"> <li>- After close observation, draw pictures of the natural world, including animals and plants</li> <li>- Describe what they see, feel and hear</li> <li>- Begin to understand the concept of growth</li> <li>- Begin to understand which plants grow in different countries</li> <li>- Show care towards living things</li> <li>- Begin to label different parts of plants (roots, stem, leaves, flower)</li> <li>- Begin to understand what a life cycle is (plants and animals)</li> </ul>
	Past and Present	<ul style="list-style-type: none"> <li>- The children will be learning about their own past and how they have grown</li> </ul>
<b>Physical Development</b>	Fine Motor	<ul style="list-style-type: none"> <li>- Threading, weaving, tweezer activities</li> <li>- Scissors skills</li> <li>- Playdough activities</li> <li>- Writing activities</li> <li>- Use a variety of movements when using sensory dough (rolling, squeezing, stretching and twisting)</li> <li>- Use the static tripod grip when holding writing tools</li> </ul>
	Gross Motor	<ul style="list-style-type: none"> <li>- PE - hand eye co-ordination, foot eye co-ordination, balance, spatial awareness and direction</li> <li>- Cosmic Yoga</li> <li>- Encourage greater independence with personal care skills</li> <li>- Refine the movement skills that they have previously learnt: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li> <li>- Continue to use their core muscle strength to achieve a good posture whilst sitting</li> <li>- Begin to combine different movements with ease and fluency</li> </ul>
<b>PSED</b>	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>- Begin to understand their own feelings and feelings of others</li> <li>- Be able to share how they are feeling and what will help them</li> <li>- Show resilience and perseverance in the face of challenge</li> </ul>

		<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>- Asking for help</li> <li>- Negotiating problems with their peers</li> <li>- Express their feeling and consider the feelings of others</li> <li>- Explain different rules and recognise right from wrong</li> <li>- Build confidence to participate in new challenges and show independence</li> <li>- Continue to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of how to keep ourselves healthy, e.g. healthy food choices, exercise, cleanliness, sleep</li> <li>- Jigsaw PSED scheme – ‘Healthy Me’</li> </ul>
Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>- Continue to create collaboratively, sharing ideas, resources and skills</li> <li>- Giuseppe Arcimboldo – portraits using plants, fruit and vegetables</li> <li>- Creative opportunities to use a range of media and usage of the natural environment to link with the topic ‘Ready, Steady... Grow’.</li> </ul>
	Being imaginative and expressive	<ul style="list-style-type: none"> <li>- Explore and engage in music and dance</li> <li>- Develop storylines in their pretend play</li> <li>- Using imagination within written work and play</li> <li>- Listen attentively, move to and talk about music</li> <li>- Sing or play instruments in a group or on their own</li> </ul>