

Globetrotters

Writing

Sound and name letters of the alphabet.
Use clearly identifiable letters to communicate meaning, representing some sounds in the correct order.

To begin to write labels and captions.

Busy Finger activities:

Threading, playdough, pegs, beads and tweezers, rubber bands, paperclips.



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★ Honesty ★
★ Empathy ★
★ Aspirational ★
★ Respect ★
★ Team ★
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Expressive Arts and Design

Create simple representations of events, people and objects. Choose particular colours to use for a purpose.

To build a repertoire of songs and dances.

Explore the different sounds of instruments.

Role Play

Introduce a storyline or narrative in their play.

Play alongside other children who are engaged in the same theme.

Reading

Stories from Around the World

To describe story settings, events and principal characters.
To enjoy an increasing range of books.

Hear and say the initial sound in words.

Begin to read words and simple sentences.

To know that information can be retrieved from books and computers.

Communication and Language

Listens and responds to ideas expressed by others in conversation or discussion.

Use language to recreate roles and experiences in play situations.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

MFL

Learn words, phrases and songs in French.

The World

To know about similarities and differences between themselves and others.

To talk about how environments might vary from one another.

To complete a simple program on the computer.

Mathematics

Recite number names in order up to 20.

Recognise numerals 1-10 and begin to recognise numerals to 20.

Count out a set quantity accurately.

Begin to use the vocabulary of position.

Begin to understand that adding is increasing a set by one, two or three.

Rearranging a small amount in different ways and partitioning in different ways.

Comparing objects by their size

PSED

Confident to speak to others about own needs, wants, interests and opinions.

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Initiates conversations, attends to and takes account of what others say.

Phonics

Phase 2 and 3 sounds

Beginning to blend and segment simple vc and cvc words e.g. at, in, sat, tin.

Physical Development

Run skilfully and negotiate space successfully when playing racing and chasing games with other children, adjusting speed or direction to avoid obstacles.

To travel with skill and confidence around, under, over and through balancing and climbing equipment.

RE

Herts syllabus