

<p>Literacy Texts</p> <p>Key Vocabulary:</p>	<p>Mixed, There's only one you, Colour Monster, Our class is a family, This is our house, My funny family, Find your happy.</p> <p>Non fiction: How we change – babies onwards, body parts</p> <p>Family, home, mum, dad, feelings, happy, sad, scared, angry, calm</p>	<p>Pip and Custard Fireworks, Happy Birthday Dotty, Pass the parcel, It's my Birthday, The perfect Christmas Tree, Twinkly, Twinkly Nativity.</p> <p>Non fiction: Diwali, Christmas, Festivals around the World</p> <p>Diwali, birthday, celebration, Christmas, party</p>	<p>Real Superheroes, Doctorsaurus, Topsy and Tim Meet the Police, Firefighter Flo, The Jolly Postman, I'm The bin lorry driver.</p> <p>Non fiction: Doctors, Firefighters, Vets, Paramedics, Dentists, Chinese New Year</p> <p>Emergency, paramedic, doctor, dentist, vet, firefighter, police officer</p>	<p>Lulu Loves flowers, The little gardener, The Tiny Seed, Oliver's Vegetables, The very hungry caterpillar, Ergo.</p> <p>Non fiction: Growing, Life cycles of caterpillars, chicks, ducks. Chinese New Year</p> <p>Seeds, soil, roots, egg, hatching, growing</p>	<p>Goldilocks and the 3 Bears, The Three Little Pigs, The Gingerbread Man, Little Red riding hood, Rapunzel,</p> <p>Non fiction: Bears, Pigs, Goats, Animals, Farms</p> <p>Characters, sequence, events, Once upon a time, The End</p>	<p>Rosie's Walk, Naughty bus, Emma Jane's Aeroplane, Frogs Day out, The runaway train, Lost and Found, The pirates next door, The intergalactic Journey home, Whatever next.</p> <p>Non fiction: Transport, cars, boats, trains, space</p> <p>Transport, car, train, travel, journey, plane, boat, ship, rocket</p>
<p>Literacy</p> 	<p>Reading: (B25 Range 4) Has some favourite stories, rhymes, songs, poems or jingles. Repeats and uses actions, words or phrases from familiar stories. Fills in missing words or phrases in familiar stories.</p> <p>Writing: (B25 Range 4) Distinguishes between different marks they make. Enjoys drawing, writing on paper, on screen and on different textures, such as sand or playdough and through touch screen technology</p> <p>Literacy (Dev Matters 3-4yrs) Understands that print has meaning and different purposes and that it is read from left to right, top to bottom. Can name different parts of a book and can sequence pages</p> <p>Use some print and letter knowledge for early writing – mark making</p>	<p>Literacy (Dev Matters 3-4yrs) Use some print and letter knowledge for early writing – mark making</p> <p>Spots or suggests rhymes</p>	<p>Reading: (B25 Range 5) Listens to and joins in with stories and poems in small groups and 1:1. Joins in with repeated refrains. Talks about events and characters in a story and suggests how it may end.</p> <p>Writing: (B25 Range 5) Makes up stories and scenarios and responds to experiences in their drawings. Includes mark making and early writing in their play. Attempts to write own name.</p> <p>Literacy (Dev Matters 3-4yrs) Write some or all of their name</p> <p>Count and clap syllables in a word Begin to recognise words with the same initial sound</p>	<p>Literacy (Dev Matters 3-4yrs) Begin to use some print and letter knowledge in early writing</p>	<p>Reading: (B25 Range 5) Recognises familiar words, signs and logos.</p> <p>Writing: (B25 Range 5) Shows interest in letters on a keyboard and begins to make letter type shapes to represent initial sound of name and other familiar words.</p> <p>Literacy (Dev Matters 3-4yrs) Use print and letter knowledge in early writing</p>	<p>Literacy (Dev Matters 3-4yrs) Write some letters accurately</p>
<p>Phonics</p> 	<p>Phase 1 Hear general sound discrimination, identify rhythm, rhyme, and alliteration and be able to orally blend and segment simple words.</p>		<p>Phase 2 Learn phonic songs and mnemonic for each sound. Recognise the grapheme in different fonts. Write the grapheme in cursive form in sensory trays. Play games around the initial sounds in words. Begin to blend sounds together to make VC, CVC words.</p> <p>Introduce Phase 2 sounds; s,a,t,p,i,n</p>	<p>Phase 2</p> <p>Consolidate s, a, t, p, i, n. Continue to introduce Phase 2 sounds: m, d, g, o, c, k</p>	<p>Phase 2</p> <p>Consolidate s, a, t, p, i, n, m, d, g, o, c, k Continue to introduce Phase 2 sounds: ck, e, u r</p>	<p>Phase 2</p> <p>Consolidate s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u r</p>

<p>Writing Development</p> 	<p>Child practising pencil grip (PD). Adults scribing and writing down word for word what child says to describe their drawings and mark making.</p>	<p>Child may begin to write the initial sound of their name and possibly a word and the adult continues to write the rest.</p>	<p>Child begins to write the initial sound of a word and can sound out and/or rest other parts of the word.</p>	<p>Some children may begin to use a phonic mat or word bank with support. Adult helps to sound and blend simple words.</p>	<p>Some children use phonics mat or word bank independently and may be able to write simple VC, CVC words.... It, at, mum, dad, cat.</p>	<p>Some children may continue to use phonics mat or word bank independently and write simple words and phrases independently.</p>
<p>Mathematics</p> 	<p><i>(Essential Foundations for Counting)</i> Comparison (quantities, same and different)</p> <p>Classification (deciding how to sort)</p> <p>Subitising (recognising numbers in a group)</p> <p>Pattern (patterns around us, patterns in songs, patterns in number – dice)</p> <p>Maths (Dev Matters 3-4yrs) Subitising. Says numbers in order. Recite numbers past 5. Talk about and explore 2D and 3D shapes using informal and mathematical vocabulary.</p>	<p><i>(Essential Foundations for Counting)</i> Comparison (comparing quantities – more and less)</p> <p>Classification (Reasoning and describing)</p> <p>Subitising (recognising numbers in a group without counting)</p> <p>Pattern (sizing, patterns in instruments, repeating patterns)</p> <p>Maths (Dev Matters 3-4yrs) Link numerals and amounts. Cardinal principal Compare quantities (more, less, fewer) Describing patterns (pointy, spotty, blobs)</p>	<p><i>(Simplified Essential Maths)</i> Subitising (including equivalence, more, less)</p> <p>Maths (Dev Matters 3-4yrs) Solve real world problems to 5 Position, routes, in front of, behind Combine shapes to make new ones Extend and create repeating patterns and notice errors in patterns. Make comparisons using size, length, weight and capacity.</p>	<p><i>(Simplified Essential Maths)</i> Counting skills (comparison, pattern recognition)</p>	<p><i>(Simplified Essential Maths)</i> Classification</p> <p>Counting the sort (using counting to compare)</p> <p>Maths (Dev Matters 3-4yrs) Select shapes appropriately Understand position from words only Describe sequence of events, first, then..</p>	<p><i>(Simplified Essential Maths)</i> Spatial thinking (positional and directional language)</p>
<p>Mathematical Vocabulary</p>	<p>Number names. More, less, fewer, big, bigger, biggest, small, smaller, smallest, tall, taller, tallest, short, shorter, shortest. Describe shapes: corners, edges, sides. First, then, next. In front of, behind, next to</p>					
<p>Understanding the World</p> 	<p>Chronology: Begins to make sense of their own life story and family's history</p> <p>Enquiry: Use all senses in hands on exploration of natural materials</p> <p>Talk about what they see using wider vocabulary</p> <p>Respect: Continue to develop positive attitudes about the differences between people</p>	<p>Respect: Continue to develop positive attitudes about the differences between people</p> <p>Enquiry: Continue to develop positive attitudes about the differences between people</p> <p>Explore materials with similar/different properties</p>	<p>Enquiry: Shows interest in different occupations</p> <p>Respect: Continues to develop positive attitudes about the differences between people</p>	<p>Enquiry: Understands the key features of the life cycle of a plant and an animal</p> <p>Plant seeds and care for growing plants</p> <p>Talks about the differences between materials and changes they notice</p> <p>Respect: Begins to understand the need to respect and care for the natural environment and all living things</p>	<p>Enquiry: Explore how things work</p>	<p>Mapping;: Knows that there are different countries in the world and talk about the differences they have experienced or see in photos</p> <p>Explore and talk about different forces they can feel</p>
<p>Makes sense of their own life story and family's history, Explores how things work, Talk about what they see using a wide vocabulary</p>						

Expressive Arts and Design



Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Art, DT: Smooth, rough, bumpy, material, bend, fold, tear, cut, paper, card

Listen with increased attention to sounds

Nursery Rhymes/Songs:

- 5 Little Ducks
- Jack and Jill
- Humpty Dumpty
- Days of the Week
- Shake Your Sillies Out
- Down by the bay
- Head, Shoulders, Knees and Toes

Explore colour and colour mixing

Art, DT: Brush, paint, colour

Use drawing to represent ideas like movement or loud noises (fireworks)

Art, DT: Pencil, grip, hold

Remember and sing entire songs

Nursery Rhymes/Songs:

- Incy Wincy Spider
- Hickory Dickory Dock
- Cauliflower Fluffy
- Skeleton Dance
- Dancing Christmas Tree
- Christmas Songs

Jolly Phonic Action Songs

Play instruments with increasing control to express their feelings and ideas.

Create closed shapes with continuous lines and begin to use these shapes to represent objects

Draw with increasing complexity and detail, face as a circle and details

Art, DT: Pencil, grip, hold

Join different materials and explore different textures.

Art, DT: Smooth, rough, bumpy, material, bend, fold, tear, cut, paper, card

Nursery Rhymes/Songs:

- Wind the Bobbin Up
- Twinkle, Twinkle
- If You're Happy and You Know It
- The Wheels on The Bus

Sing the pitch of a tone from another person (pitch match)

Sing melodic shape (moving melody-up and down/down and up)

Shows different emotions in painting and drawing: happiness, fear.

Nursery Rhymes/Songs:

- Mary, Mary
- I'm A Little Teapot
- The Grand Old Duke of York
- Old Macdonald
- Incy Wincy Spider
- Baa, Baa Black Sheep
- Tiny caterpillar on a leaf

Create own songs, or improve around one they know.

Nursery Rhymes/Songs:

- Zoom, Zoom, Zoom
- Gingerbread Man
- Five Little Speckled Frogs
- When Goldilocks went to the house of the bears

Remember and sing entire songs

Play instruments with increasing control to express their feelings and ideas.

Nursery Rhymes/Songs:

- Row, Row, Row your boat
- Old MacDonald

Takes part in simple pretend play, using an object to represent something else even though they are not similar, Begins to development complex stories using small world equipment, dolls, animals, blocks and construction