

Personal, Social, Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>I'm ready for school Further develop the skills they need to manage the school day successfully</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal hygiene <p>I can be patient -To understand how people's behaviour makes other people feel. -To understand ways of respecting the needs of other children in the class. -To begin to understand how to play and work alongside others at school. (My Emotions - Beginning and Belonging MMR1 BBF)</p> <p>I'm proud to be me -See themselves as a valued individual -To understand what is special about me and other people in my class. -To understand what I have learnt to do and recognise what I would like to do next. -To know who and how to ask for help if they need it. -To understand ways of welcoming new children to the class. (Friends and Family Beginning and Belonging MMR1 BBF/ wellbeing activities)</p>	<p>I am a good listener - To recognise what unkind behaviour looks like and understand what to do when someone is unkind. (Anti-Bullying/Beginning and Belonging) - To recognise people who are special to them and why they are special. - To understand what makes a family and to understand how people in families care for each other. (Family and Friends MMR2 FFF)</p> <p>I am a good friend -To understand what makes a good friend. - To understand ways to making new friends. - To understand simple reasons for why friends may fall out and simple ways to make up with friends. (Friends and Family Family and Friends MMR2 FFF)</p>	<p>I can share -To understand what money is, what it is used for and ways of looking after money. -To understand what happens if we do not have enough money to pay for something. (Me and My world Cit2 MWF - Financial Capability)</p> <p>I am kind -Explore similarities and differences between people in the class, value and celebrate differences. Know about my neighbourhood and who lives and works there. -To recognise and understand the purpose of different places and features in their neighbourhood. -To recognise and understand the roles of different people in their neighbourhood including people who help them. —To understand ways of caring for plants and animals. (Me and My world Cit2 MWF - Diversity and Communities)</p>	<p>I am a safe pedestrian -How to know if something is safe or unsafe and understand simple safety rules for home, school and outside. -To understand basic road safety skills. (Managing Safety and Risk- Keeping Safe HSL2 KSF)</p> <p>I can make healthy food choices -To understand ways of looking after their body and keeping it clean (My Body and Growing Up HSL1 BGF - Healthy Lifestyles) -To understand some of the things needed to have a healthy body. -To be able to name and talk about foods they like and dislike. -To understand why different foods and drinks are important in order for our bodies to stay healthy and well. -To understand what exercise is and why it is good for us. -To understand the importance of sleep for our bodies. -To begin to understand how to make choices which promote healthy living. (Healthy Lifestyles HSL3 HLF- Healthy Lifestyles)</p> <p>I am a responsible citizen -To understand ways of looking after their local outdoor area and keeping the environment special for everyone. (Me and My world Cit2 MWF - Rights, Rules and Responsibilities)</p>	<p>I brush my teeth Know and talk about the different factors that support their overall health and wellbeing</p> <ul style="list-style-type: none"> - Toothbrushing - Having a good sleep <p>My heart is beating faster! -To understand and value what their bodies can do -To describe their own appearance and name external body parts including using agreed names for the sexual parts -To recognise similarities and difference between the bodies of girls and boys -To understand ways in which their body has changed since they were a baby -To recognise how growing makes them feel (My Body and Growing Up HSL1 BGF-Relationships and Sex Education)</p> <p>I appreciate those who look after me -To identify the people who look after them at school and understand their roles. - To understand ways that they can help to look after the school environment and their things and their home. (Me and My world Cit2 MWF - Diversity and Communities)</p>	<p>I know when to say no Build constructive and respectful relationships</p> <ul style="list-style-type: none"> -To know how to say 'no' if unsure about something if it doesn't feel safe or good. -Ask for help or tell people if worried or upset. -Discuss use of medicines and safety for using medicine. - To be able to identify common harmful substances. (Keeping Safe HSL2 KSF Personal Safety/Drug Education) <p>I'm not in front of a screen for too long -To understand how members of their family and other trusted people care for and look after them -To understand ways in which they can take responsibility for looking after themselves (My Body and Growing Up HSL1 BGF - Healthy Lifestyles)</p>
<p>Vocabulary</p>	<p>safe, unsafe, happy, upset, frightened, angry, worried, welcome, fair, unfair, rules, sharing, taking turns, polite, look, listen, follow instructions, behaviour, kind, friendly, fall out, argument, apologise</p>	<p>family, step-parent, step-sibling, adopted, separated, divorce special, different, same, similar, likes, dislikes, belonging, feelings, goal, achievement, belonging,</p>	<p>rights, rules, responsibilities, belonging, religion, worship, nationality, religion, worship, nationality, festival, ceremony, country festival, ceremony, country</p>	<p>healthy, sleep, exercise, food, fruit, vegetables, vitamins, energy, muscles, bones, choice clean, germs, hygiene, environment/neighbourhood, planet, habitat, recycle</p>	<p>penis, testicles, vulva, vagina, private parts, growing, baby, grown up, grown out of, trust, care equipment, shopkeeper, doctor, librarian, pharmacist etc</p>	<p>safe, unsafe, happy, upset, frightened, angry, worried, welcome, fair, unfair, rules, sharing, taking turns, polite, look, listen, follow instructions, behaviour, kind, friendly, fall out, argument, apologise</p>

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Past and Present</p> <p>People and the Community</p> <p>The Natural World</p>	<p>The Natural World <i>Ecological Curriculum</i> – Pond: To observe living things in a natural environment. <i>Seasonal Changes</i>: Changes over time (Autumn)</p> <p>-Identify and explore the properties of objects that float and sink.</p> <p>People, Cultures and Communities <i>Religious Festivals and Celebrations</i>: Diwali, Firework Night</p> <p>-The features of our local community. Talk about how it has changed. -Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps, of local environment. -Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p> <p>Past and Present -Sort images into chronological order -Baby ↔ Now ↔ looking Forward</p>	<p>The Natural World <i>Ecological Curriculum</i> -Hobbit/Forest Area – To create resources using sustainable sources from the local environment/crush berries to make a picture for the little red hen</p> <p><i>Ecological Curriculum</i> – Allotment: Plan a garden for the Little Red Hen/plant bulbs</p> <p><i>Seasonal Changes</i>: Changes over time (Winter)</p> <p>-Explore and group everyday materials.</p> <p>People, Cultures and Communities <i>Religious Festivals and Celebrations</i> - Christmas, Diwali, Hanukkah -Draw on information from familiar maps -Understand that other views may be different to their own. -Listen to stories from a variety of different faiths and world views and find meaning in them.</p> <p>Past and Present -I can talk about the ways I have changed since they were a baby. -Understand the differences between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance day (November)</p>	<p>The Natural World <i>Ecological Curriculum</i> – Allotment: To Observe the effect of my garden planting <i>Ecological Curriculum</i> – Pond: To observe living things in a natural environment and comment on changes</p> <p>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Make statements about how living things have changed. Identify the life cycle of animals.</p> <p>People, Cultures and Communities <i>Religious Festivals and Celebrations</i> – Chinese New Year -I can talk about the ways different people celebrate</p> <p>Past and Present -Talking about past and present events in their own world</p>	<p>The Natural World <i>Ecological Curriculum</i> – To create a natural fertiliser <i>Seasonal Changes</i>: Changes over time (Spring)</p> <p>-Identify the life cycle of plants. -Hibernating animals and making cozy dens for hedgehogs -Identifying different flora and fauna in our outdoor area . -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -Making observations about the outdoors using our senses -Watching plants grow- what do you notice? -Planting in our upper garden. -Flower water experiment- do plants drink?</p> <p>People, Cultures and Communities <i>Religious Festivals and Celebrations</i> – Holi, Pass Over, Easter, Ramadan,</p> <p>Past and Present - Talking about past and present events in their own world</p>	<p>The Natural World <i>Ecological Curriculum</i> – Allotment – To grow my own food</p> <p>People, Cultures and Communities <i>Celebrations</i> – weddings, births, welcoming others Body parts – change</p> <p>Past and Present -Talk about the people around them and their roles including home, school, society -Identify differences between past and present objects - Key person from history</p>	<p>The Natural World <i>Ecological Curriculum</i> – Pond: To observe living things in an unfamiliar natural environment (Take sample of pond water to observe wildlife living in the water)</p> <p><i>Ecological Curriculum</i> – Hobbit Area/ Forest Area: To observe in my local environment things I had not noticed before (Find leaves of different shapes and colours)</p> <p><i>Seasonal Changes</i>: Changes over time (Summer)</p> <p>-Identify the simple properties of materials and explain why objects are made of certain materials Group objects on the basis of similarity. (Materials-wood, plastic, metal, fabric, brick)</p> <p>People, Cultures and Communities -Understand that people have different identities which may be based on a religious or cultural background and that this may be the same or different to their own.</p> <p>Past and Present -Identify differences between past and present objects</p>
<p>Vocabulary</p>	<p>fog, wind, rain, hail, temperature, sun, moon, day, night, notice, observe, seasons, autumn, winter, spring, summer, scientist, why, because, plant, Sun, moon, day, night, rain, snow, sun, mist, fog, hail, Unique, special, role model, believe/belief, Christian, Jesus, God, Saviour, Christmas, cross, shepherd, angel, manger, nativity, Easter, church, Moses, Ten Commandments, Jew/Jewish, Muslim, mosque, miracle, heal, tradition, symbol, moral (of a story), celebrate/celebration, New Year, resolution</p>					
	<p>Adventures, polar expedition, autumn, hear, sight, smell, touch, taste, Map, travel, desert, forest, jungle, polar, city, country, tomorrow, yesterday, today</p>	<p>winter, frost, snow, left, right, up, down, map, local area, yesterday, last week, today, Past, present, order, change, made of, brick, metal, plastic, glass, rock, water, wood, heavy, light, flexible, stretchy, bendy, smooth, waterproof, strong, rough, property, material</p>	<p>Spring, celebrate Fish, amphibians, reptiles, mammal, bird, insect, carnivore, herbivore, omnivore, habitat</p>	<p>Evergreen, deciduous, roots, stem, leaf, flower, petals, identify, seed, soil, Climate, weather, recycle, smell, taste, hear, touch, feel, see, sight</p>	<p>Summer, animal, head, arm, leg, body, foot, hand, wrist, waist, neck, ankle, knee, shoulder, eye, mouth, nose, ear, cheek, hair,</p>	<p>made of, brick, metal, plastic, glass, rock, water, wood, heavy, light, flexible, stretchy, bendy, smooth, waterproof, strong, rough, property, material</p>

Expressive Art and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating and Materials</p> <p>Being Imaginative and Expressive</p>	<p><u>I am a painter</u> Painting – Recognise and name the primary colours being used. -Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p><u>I am an architect</u> Sculpture -Build a construction/sculpture using a variety of objects- Design a bridge for the gingerbread man</p> <p><u>I am a baker</u> -I can mix ingredients to make gingerbread</p> <p><u>I am a musician</u> -I listen attentively, move to and talk about music, expressing my feelings and responses. - I can name different musical instruments - I can see sings in different languages</p>	<p><u>I am an illustrator</u> Drawing - Produce lines of different thickness and tone using pencils and crayons.</p> <p>3D -Use materials to print</p> <p><u>I am a baker</u> – Experiment with quantities to make bread.</p> <p><u>I am a performer</u> -I can develop a storyline into my play</p> <p><u>I am a musician</u> -I can move in time to music</p>	<p><u>I am an artist</u> Sculpture -Enjoy a range of malleable media such as clay - Make a salt dough animals.</p> <p>Painting -Explore how to mix different paints to create new colours</p> <p><u>I am a conductor</u> -I can create collaboratively, sharing ideas, resources and skills.</p> <p><u>I am a performer</u> -I can perform my music to the class.</p>	<p><u>I am a designer</u> Sculpture - Enjoy a range of malleable media such as clay. Make a plant pot using clay and carve a pattern.</p> <p>Textiles/Collage -Show experience in paper collage and layering materials. -Glues and sticks to join and decorate in different ways.</p> <p><u>I am a photographer</u> - Uses devices to photograph nature which can be used as a stimulus for drawing/painting.</p> <p><u>I am a chef</u> -Manipulate tools safely to cut food.</p>	<p><u>I am an artist</u> 3D -I can create my own print using natural resources -I can use appropriate language to describe colours, media, equipment and textures</p> <p>Technology -I can use a paint programme to create images using selection of tools.</p> <p><u>I am a performer</u> -I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p><u>I am a composer</u> -I can explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>I am an inventor</u> Sculpture -design and make a rocket</p> <p>Painting - Making a picture or colour lighter and darker - Starry night by Van Gough.</p> <p>Textiles -Decorate a piece of fabric</p> <p><u>I am a musician</u> -I can watch and talk about dance and performance art, expressing my feelings and responses.</p>
<p>Vocabulary</p>	<p>palette, paint, brush, musical instruments, orchestra, sound, loud, quiet, beat</p>	<p>pencil, line, colour, straight, curved, soft, quick, slow, rhyme,</p>	<p>Mix, shade, sculptor, stick, tape,</p>	<p>cut, chop, rip, tear, layer, mould,</p>	<p>Perform, pitch, melody, tune, texture, wet, dry, colour, tone</p>	<p>artist, shade, lighter, darker fabric, collage,</p>

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	Gymnastics -To jump and land safely. -To stand on one leg with stretched arms for support. -To jump like a star, off platforms, bend my legs and reach up high.	Dance -To move different parts of my body. -To dance on the spot. -To copy an action and link individual and whole-body movements together. -To move to music with some prompts. -To move energetically. Games Fundamentals Unit 1	Gymnastics -To negotiate space and obstacles safely, with consideration for themselves and others. -To develop their core strength, stability, balance, spatial awareness, co-ordination and agility.	Games Unit 2 -To throw a ball with two hands. -To roll a ball in different directions. -To roll a ball to my partner.	Games -To kick a ball forward, backwards and sideways. -To demonstrate strength, balance and coordination when playing. -To balance a bean bag on my head. Sitting Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Athletics -To run to an end goal keeping focused. -To throw different objects in a straight line. -To travel along a track in different ways. -To move energetically. Games Unit 3
Fine Motor	- Begin to use anticlockwise movement and retrace vertical and wavy lines. - To copy some letters, e.g. letters from their name. - To use practise scissors.	- Uses tripod grasp for more intricate tasks, e.g picking up small objects -To copy shapes that have multiple movements -e.g. X -To hold scissors comfortably -To show a preference for a dominant hand. - To begin to hold a pencil between thumb and two fingers, no longer using whole-hand grasp.	-Hold a pencil near point between first two fingers and thumb and uses it with good control. -To form recognisable letters. - To cut out simple shapes	-To use a tripod grasp to manipulate small object – e.g. rolling play dough balls - To cut along curved lines - e.g circles - To understand movement concepts - e.g. up, down, around	-Use a pencil and hold it effectively to form recognisable letters and digits, most of which are correctly formed	- To use a tripod grasp to accurately put things together – e.g. threading - To cut out more complicated shapes with straight and curved lines - Get faster at tasks they have practised - e.g. putting coins in slots - Develop the foundation of a and writing style, which is fast, accurate and efficient
Vocabulary	Grasp, hold, pencil, thumb, fingers, pincer, tripod, formation, ascenders, descenders					
	forward, backwards, sideways, wide, narrow, balance, apparatus, roll	perform, direction, space, speed, partner	forward, backwards, sideways, wide, narrow, balance, apparatus, roll	balance, target, throw, roll, jump, speed, push, bounce	balance, target, throw, roll, jump, speed, push, bounce	balance, target, throw, roll, jump, speed, push, bounce

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>I love to make marks</p> <ul style="list-style-type: none"> -Give meaning to their marks -Hear and say the initial sound in words. -Begins to form recognisable letters -Can copy some letters, e.g. letters from their name. -Shows a preference for a dominant hand. 	<p>I can write words</p> <ul style="list-style-type: none"> -Write recognisable letters and in sequence by segmenting -Write their own name -Segment the sounds in simple words and blend them together. -Link sounds to letters, naming and sounding the letters of the alphabet. -Write each letter correctly when following a model. 	<p>I can write labels</p> <ul style="list-style-type: none"> -Spell words by identifying the sounds and then writing the sounds with letter/s. -Re-read what they have written to check that it makes sense. -Write each letter correctly when following a model. 	<p>I can write captions and have a go at writing sentences</p> <ul style="list-style-type: none"> -Be able to segment and spell words containing adjacent consonants. 	<p>I can write a sentence</p> <ul style="list-style-type: none"> -Spell words by identifying the sounds and then writing the sound with letter/s. -Re-read what they have written to check that it makes sense. 	<p>I can write sentences</p> <ul style="list-style-type: none"> - Be able to spell some of the tricky words; the, to, I, no, go, he, she, we, me, be, was, my, you, her, they, all, are. -Re-read what they have written to check that it makes sense. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Word Reading	<p>Little Wandle:</p> <ul style="list-style-type: none"> -Read individual letters by saying the sounds for them (Phase 2 sounds). -Phase 2 Sounds and Digraphs ff, ll, ss, zz, qu, sh, th, ng, nk -Words with 's' added at the end -Read individual letters by saying the sounds for them. -Blends sounds into words, so that they can read short words made up of known letter – sounds correspondence. 		<p>Little Wandle:</p> <ul style="list-style-type: none"> -Reads multisyllabic word -Read words with double letters -Recognise Phase 3 graphemes -Read words with two or more digraphs -Read longer words -Read words with -es at the end /z/ -Explore compound words -Words ending in -ing -Read some letter groups that each represent one sound and say the sounds for them. -Read a few common exception words (tricky words) matched to the Little Wandle Phonics programme. -Reads words consistent with their phonic knowledge by sound-blending 		<p>Little Wandle:</p> <ul style="list-style-type: none"> -Phase 4 graphemes -Long vowel sounds CCVC CCCVC CCV CCVCC -Root words ending in -ing, -ed, -est -Longer words. -Compound words -Read some simple sentences that are consistent with their phonic knowledge -Can read some common exception words 	
Comprehension	<p>1:1 Reading (Reading Practice)</p> <ul style="list-style-type: none"> - Re-read these books to build up their confidence in work reading , their fluency and their understanding and enjoyment. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of Reading. - Describes main story settings, events and principal characters in increasing detail. - Can recall and discuss stories or information that has been read to them, or they have read themselves. 					
	<ul style="list-style-type: none"> -Retell familiar stories to their friends and within their play. -Re-enacts and reinvents stories they have heard in their play 		<ul style="list-style-type: none"> -Anticipates key events in stories. -Can make predictions about how stories might end. 		<ul style="list-style-type: none"> -Uses new vocabulary during discussions and in their role-play. -continues a rhyming string 	
Tricky Words	put, pull, full, as, and, his, his, her, go, no, to, into, the, push, he, of, we, me, be, is, I, the		was, you, they, my, by, all, are, sure, pure		said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Listening, Attention and Understanding</p>	<p><u>I love stories</u> -Listen to and talk about stories to build familiarity and understanding - I can talk about authors and where they are from</p>	<p><u>I am a good listener</u> -I understand how to listen carefully and why listening is important.</p>	<p><u>My favourite rhyme is.... because...</u> -Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p><u>I can learn so much from non-fiction texts</u> -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><u>I want to find out more</u> -Ask questions to find out more and to check they understand what has been said to them</p>	<p><u>I know some words the Year 6's use!</u> -Understand more complicated language.</p>
	<p>-Responds to instruction given by an adult. -Have opportunities to the views and opinions of others. -Listen to story books read by others. -Understands the expectations of a new classroom.</p>		<p>-Maintains attention, concentrates, and sits quietly during appropriate activity. -Two-channelled attention – can listen and do for short span -Listen to stories without pictures of prompts. -They give their attention to what others say and respond appropriately, while engaged in another activity</p>		<p>-Children listen attentively in a range of situations. -They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. -Listens to instructions involving several ideas.</p>	
<p>Speaking</p>	<p><u>I can greet people in the morning</u> -Develop social phrases -I can say hello in 2 languages.</p> <p><u>Did you know?</u> -Describe events in some detail</p>	<p><u>I can retell my favourite story</u> -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p><u>I can use talk to help me solve problems</u> - To use talk to help work our problems, think about my learning, explain how things work and why things might happen</p>	<p><u>I know what that word means</u> -Describe the meaning of simple words or ask what a new word means</p>	<p><u>I can use connectives</u> -connect one ideas or action to another using a range of connectives</p>	<p><u>Let's celebrate how my speaking has improved during Reception</u> -Articulate their ideas and thoughts in well-formed sentences (frame it)</p>
	<p>-Introduces a storyline or narrative into their play. -Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. -Uses language to imagine and recreate roles and experiences in play situations.</p>		<p>-Links statements and sticks to a main theme or intention. -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Encourage children to use full sentences. - Offer explanation for why things might happen -Participate in small group discussions, -Use recently introduced vocabulary -Respond to instructions involving two-part sequence.</p>		<p>-Express their ideas and feelings about their experiences using full sentences -They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. -They develop their own narratives and explanations by connecting ideas or events. -Engages in discussion with others, responding to what has been said. -Participate in small groups, whole class discussions, offering their own ideas -Answers how and why questions about their experiences in response to stories and events.</p>	

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths Hub</p> <p>Mastering</p> <p>Number</p> <p>Number</p> <p>Numerical</p> <p>Patterns</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 		<p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games. • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame <ul style="list-style-type: none"> • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	

<p>Shape, Space and Measure</p>	<p>Compare Mass - Feel and compare weight by holding and using balancing scales to check - Use vocabulary associated with mass heavy, light, weight, capacity</p> <p>Explore Pattern - continue, copy and create patterns, including a repeated pattern (AB and ABC) - Identify the unit or repeat and spot errors in an AB pattern.</p>	<p>Comparing Capacity - Use vocabulary related to, capacity: size, half full, full, empty</p> <p>Positional Language - Describe positions and directions</p> <p>Mapping -Use and draw maps</p> <p>Geometry -Identify common 2D shapes: square, circle, triangle, rectangle</p>	<p>Time - Explore night and day - Sequence events - Use simple language related to time: minute, hour, day, week, year, days of the week</p> <p>Explore Patterns - Continue patterns which ends mid-unit - Make their own ABB, ABBC pattern - Spot errors in ABB patterns</p>	<p>Geometry Identify common 3D shapes -Describe the properties of these shapes: sides, corners, curved, straight</p> <p>Measurements -Use vocabulary related to money</p> <p>Length and Height - Comparing length and height</p>	<p>Measurement - Use vocabulary related to length, height and capacity: size, long, short, heavy, light, full, empty</p> <p>Explore Patterns - Symbolising unit structures -Generalising structures to another context or mode Make a pattern which repeats around a circle Make a pattern around a boarder with fixed number of spaces -Pattern spotting</p>	<p>Measurements - Use comparative vocabulary: longer, shorter, heavier, lighter, bigger, smaller</p> <p>Spatial Reasoning Select, rotate and manipulate shapes in order to develop spatial resonating skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Fractions -Find the double of a number to 10 - Solve problems involving halving numbers</p> <p>Multiplication and Division -Count in 2s, 5s and 10s</p> <p>Number and Place Value -Count beyond 20 -Count forwards /backwards from 0-20 - Recognise numerals 0-20 - Write numerals 0-20</p> <p>Addition and Subtraction - Recognise + - = - Use language related to addition and subtraction</p>
<p>Vocabulary</p>	<p>heavy, heaviest, heavier, light, lightest, lighter, weight, subitising, number, count,</p>	<p>empty, light, full, half full, holds, container, capacity, under, on top, next to, behind, in front, 2D shapes, sides, corners, square, circle, rectangle (including squares), triangle, size</p>	<p>morning, afternoon, evening, days of the week, month, year, time, night, day, minute, hour, repeat, pattern, numeral</p>	<p>height, tallest, tall, long, longest, longer, odd, even, equal, unequal, less than, more than, one more, one less, cost, amount, pounds, pence, money, 3D shapes, cube, sphere, cuboid, cylinder, cone, pyramid, curved, straight, flat, face, edge, vertex, vertices</p>	<p>pattern, repeat, weigh, balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales</p>	<p>add, addition, subtract, take away, double, sharing, halving, half, meter stick, far, near, meters, ruler, tape, measure, shortest, shorter, short, length, one more, one less</p>