

## Communication & Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.

## Personal, Social & Emotional Development

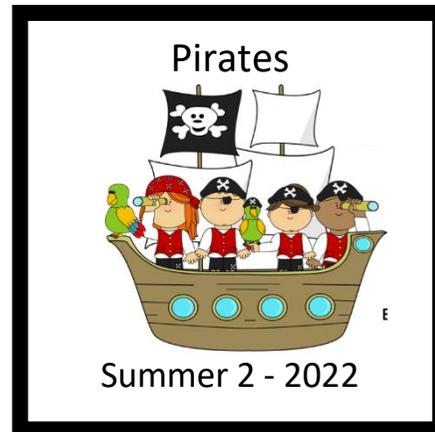
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play co-operatively and take turns with others.
- Show sensitivity to their own and to others' needs.

## Understanding the World

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Literacy

- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and 10 digraphs.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



## Mathematics

- Have a deep understanding of number to 10, including the composition of each number.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Begin to show accuracy and care when drawing

## Expressive Arts & Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Perform songs, rhymes, poems and stories with others. and try to move in time with music.

## Information

Phonics and red word books – although all the set 2 and 3 sound shave now been taught, we are reviewing these daily, please see update on Tapestry to enable you to continue supporting at home.

Celebration assembly – Please join us on a Friday afternoon for this.

PE day – Monday, please keep kit in school

Water bottles – Please bring to school each day, hats and sun cream too as the weather warms up!

Forest school – Thursday mornings