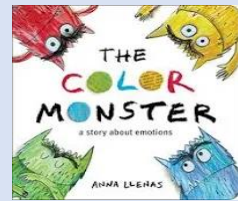
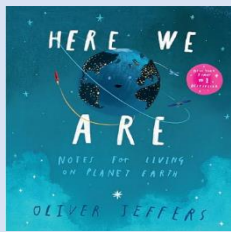
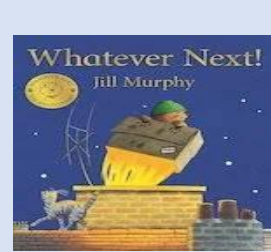


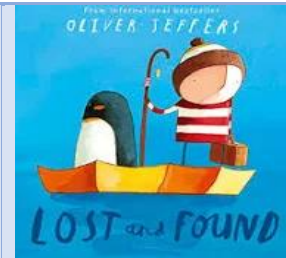
My World



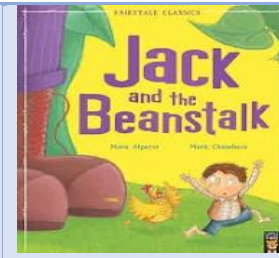
Dark and Light



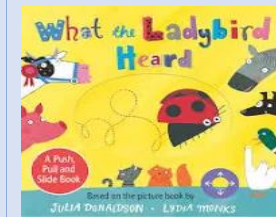
Animals



Changes



Minibeasts



Journeys



Communication and Language Opportunities

To demonstrate some good listening behaviours To follow simple instructions with two parts reliably

To engage in story times and to join in with familiar songs and rhymes.

To be able to wait and take turns in conversation.

To start to share my ideas with familiar adults. To be able to talk to others, adults and children.

To demonstrate good listening behaviours. To follow simple instructions with two or more parts reliably

To engage in story times and to join in with familiar songs and rhymes

To talk to organise my thoughts to listen to and talk about stories, rhymes and non-fiction.

To share ideas using talk as a tool To say how I feel using talk as a tool

To respond to what I have heard by asking questions and saying what I think.

To respond to what others say.

To explain events that have already happened in detail.

To say what I think I ask questions about what I have heard.

To share my ideas in small groups To share my ideas with familiar adults. To engage in stories, rhymes and non-fiction sharing my ideas about them.

To start to use full sentences I am starting to use past, present and future tense

To listen carefully to respond with questions, comments and actions.

To engage in conversation with my friends and teachers.

To explain why things happen/ might happen To use vocabulary from stories, non-fiction, rhyme and poems.

To make comments about what I have heard To ask questions to help me understand.

To take part in whole class and group discussions.

To express ideas and feelings To use full sentences using past, present and future tenses.

To use conjunctions (with support and modelling) to connect my ideas

Literacy Opportunities

| | | | | | |
|--|--|---|---|---|---|
| <p>To write some lower case letters correctly. Adults to insist emphasise. Nip, flip and grip when holding writing tools. To use an effective tripod grip when writing.</p> | <p>To write some more lower case letters correctly To write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)</p> | <p>To write most lower case letters correctly. .To use a tripod grip.</p> | <p>To write some upper case letters correctly. To match phase 2 and 3 letters and sounds To write CVC words and labels (phase 2 and 3 sounds) To spell some tricky words.</p> | <p>To hold my pencil in a good tripod grip. To write CVC words with sounds and letters I know.</p> | <p>To write lots of upper case letters and most lower case letters correctly. To write CVC words with sounds and letters I know and write tricky words.</p> |
| <p>To identify 12 known letters to match initial sounds (phase 2).</p> | <p>To identify known letters to match initial sounds (phase 2) To match phase 2 letters and sounds</p> | <p>To identify known letters to match initial sounds SET 1 RWI. To write CVC words and labels. To read sentences back.</p> | <p>To write captions To write short sentences To start to use finger spaces between my words..</p> | <p>To write simple sentences. My teacher can read my sentences</p> | <p>To write simple sentences To read my own sentences</p> |
| <p>To apply my print knowledge to my emergent writing when I am writing in provision, To be able to write most of my name. . To begin to write simple labels.</p> | <p>To write simple labels To start to write simple captions .To say a simple sentence for writing (oral and count words)</p> | <p>To be able to read and spell tricky words phase 2. To be aware of Capital Letters, and Full Stops.</p> | <p>To describe the key events in detail. To say what might happen next linked to other similar stories.</p> | <p>To retell simple stories To recall facts from Information. To say what I think might happen next.</p> | <p>To explain what I have read or has been read to me To use new vocabulary throughout my play</p> |
| <p>To say a simple sentence for writing with support.</p> | <p>To retell the key events in stories I am starting to recall facts from non-fiction.</p> | <p>To recall facts from a non-fiction book.</p> | <p>To match all phase 3 single letter and sounds To start to identify some digraphs.</p> | <p>To read CVC words containing phase 2 sounds To read CVC words containing known digraphs.</p> | <p>To match the letter and sound for all phase 2 single sounds and digraphs To match the letter and sound for at least 10 phase 3 digraphs.</p> |
| <p>To talk about what has happened in the story so far.</p> | <p>To listen carefully to stories, rhymes, non-fiction and songs To recognise and say all set 1 sounds RWI.</p> | <p>To retell key events from stories I have read.</p> | <p>To segment the sounds in CVC words for reading To blend the sounds in CVC words for reading.</p> | | <p>To read simple sentences and books matched to my phonics To read tricky words from phases 2 and some phase 3 confidently.</p> |
| <p>To play blending and segmenting games, to be able to play Fred Games.</p> | <p>To be able to orally blend CVC words.</p> | <p>To talk about stories, rhymes, non-fiction and songs</p> | <p>To segment and blend simple words matched to my phonics knowledge To read captions To read phonics matched tricky words</p> | | |
| <p>To be able to some phase 2 tricky words.</p> | <p>To segment and blend CVC words To read most of the phase 2 tricky words I am</p> | <p>To start to identify some digraphs.</p> | | | |

starting to read captions
e.g. the cat and the dog

Children's interests will be incorporated into our provision after observations and through pupil voice.

Adaptations for SEND Pupils See attached toolkit

Key Vocabulary

| | | | | | |
|--|---|---|---|---|---|
| <p>Toddler, aunty, uncle, cousin, friend, boy, girl, Community Emotions Growing, Growth, Frustrated, worried, funny, ecstatic, angry, happy, sad.</p> <p>Autumn, Winter, Spring, Summer, Names of vegetables, Grow, Names of plants, Wheat, Name of contrasting Environment. Harvest Hibernation , Evergreen Weather Nocturnal</p> | <p>Planet, planet, Sun, Moon, Star, Earth, Sky, Space, round, bounce, float, Orbit, Galaxy, Solar system, Moon , Rocket Astronaut Spaceship</p> <p>Shadow Torch Push Pull On/off Switch Battery, shadow, shady, see-through, not see-through, source, and light source.</p> <p>Giving / Birthdays Traditions Bethlehem , Nativity Shepherds Sheep</p> | <p>Africa, Continent, World, Map, country, grasslands, Savannas, Dessert, Village, African animal names, mountain, river, Habitat, Name of a contrasting environments.</p> | <p>Parts of a plant Seed, Bud, stem, bulb, Compost, soil, names of plants they see, blossom, names of vegetables, Grow Sunlight Water and rain Change</p> | <p>Life cycle Trees, Egg , Ladybird, Group, record, observe, compare,, group</p> <p>Friendship, Names of emotions, thoughtful</p> | <p>Fiction Non-fiction Genre Setting</p> <p>Oceans, beach, recycle, reuse and reduce, south pole, north pole, environment, Global, Earth, Pollution</p> |
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