

## Literacy

I know how to blend sounds into words, so children can read short words made up of letter-sound correspondences.

I know how to read simple phrases made up of words with known letter-sounds correspondences.

I am developing small motor skills to use a range of tools competently, safely and confidently. E.g.: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

I can form clearly identifiable letters to communicate meaning representing some sounds in sequence.

I can spell words by identifying the sounds and then writing the sound with the letter/s.

I am beginning to write Labels and captions(initial sounds and CVC words)

I can ask relevant questions, make comments and provide actions when being read to and during whole class discussions and small group interactions.

### Key Vocabulary:

Letters, sounds, rhymes, poems, marks, drawing, perfect pencils, words, labels, captions, questions.

## Communication and Language

I can listen to and talk about stories to build familiarity and understanding.

I can listen to and talk about non-fiction stories to build familiarity and understanding  
With support, I know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

I know how to use new vocabulary in different contexts.

### Key Vocabulary:

**Journey, transport, train station, train track, coach, different types of transport.**

## Extra-Curricular Learning

The children will get to go on their own Journey on a double decker bus and then a train ride which parents can join too!

Can you look at all of the different types of transport you can see or use? When would you travel on a plane? When would you travel on a boat?



## Mathematics 6, 7 & 8 on a plate

I know that each counting number is one more than the one before.

I know how to subitise numbers to 5.

I know how to match the numeral with a group of objects.

I know that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects

I know number structures to 5.

I know how to add and subtract 1 to numbers (to 5)

I know how to explore and work out mathematical problems, using signs and strategies with support.

I know how to order numbers.

I know how to conceptually subitise larger numbers by subitising smaller groups within the number.

I know how to partition a number of things in different ways, including when problem solving.

Knows how to estimate a number of things showing understanding of relative size.

I know how to compose and decompose shapes to recognise a shape can have another shape within it.

I know how to rotate and manipulate shape to develop spatial reasoning skills.

### Key Vocabulary:

Numbers, count, total, make, add, subtract, more, less, turn, rotate, set, shape

## Physical Development

Motif - I know that a motif can give me ideas on how to move.

I can use the parts of a bus to create my dance movements.

Contrast - I know that changing the speed of a dance movement can show different emotions

I can change the speed of my dance movements to show different emotions.

I know that changing the size of a dance movement can show different emotions

I can change the size of my dance movements to show different emotions.

Performance - I know that through practice my dance will be better. I can perform my dance sequence.

I can describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad

### Key Vocabulary:

transport, Dance, Movements Speed, Slower, Faster, Different, Emotions, Bigger, smaller, Practice Perform, Improve

## National Curriculum Links

Science

Geography

History

Art

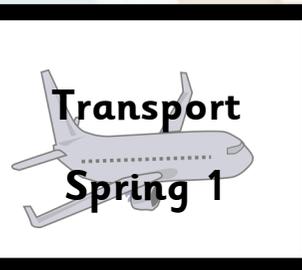
Design and Technology

PE

RE

Music

PHSE



## Personal, Social and Emotional Development

I understand that if I persevere I can tackle challenges

I can tell you about a time I didn't give up until I achieved my goal

I can set a goal and work towards it

I can use kind words to encourage people

I understand the link between what I learn now and the job I might like to do when I'm older

I can say how I feel when I achieve a goal and know what it means to feel proud **Key Vocabulary:**

Challenge, persevere, tackle, not giving up, older, goal

## Expressive, Arts and Design

I can begin to explore lines.

I can use a variety of mediums to mix colours

I can Begin to cut shapes to create their collage

I can explore different materials freely.

Use different techniques to sculpt e.g., rolling and pinching

To use scissors with increasing independence. To construct and join model items together using sellotape, masking tape and glue. Make decisions about the best joining materials to use.

I know that composing means making music up myself.

I know a collection of songs and dances.

### Key Vocabulary:

Draw, line, mix, cut, materials, scissors, glue, shapes, construct, join, material, decision.

instrument, loud, quiet loud, dance,

## Understanding of the World

I know that the season is Winter.

I know how to describe the weather using key vocabulary (hot, cold, warm, wet, dry, raining, windy).

I know that heavy objects will sink and light objects float

I can explore what happens when ice is left outside and in a fridge.

I know that a loud sounds makes a vibration

I know some differences between places around the world.

I know that there are different countries in the world

I know that transport was different in the past compared to today

I know the different people have different beliefs.

I know that festivals are celebrated in different ways.

**Key Vocabulary:** Heavy, light, sink, float, countries, globe, different places, past, present, festival,