

The INTENT of Autumn 1

<p>PSED</p> <p>Make relationships with key worker Know 2 features of themselves. Say an I can sentence. Complete a simple play sequence.</p>	<p>Listening and Attention</p> <p>Show active listening behaviours: eyes looking, listening ears, tidy body. Tune into the speaker.</p>	<p>Understanding</p> <p>Follow a simple instruction. Answer a who/what question. Know what comes next in our daily routine.</p>	<p>Speaking</p> <p>Speak with a familiar adult. Join in with a nursery rhyme. Name a who when asked. Say if they need help.</p>
<p>Gross Motor</p> <p>Walk upstairs and downstairs with independence. Kick a large ball.</p>	<p>Fine Motor</p> <p>Develop a hand grip. Write the letters aimstn. Draw circles and lines</p>	<p>Word Reading</p> <p>Read and write cvc words Am, at, sam, sit, man, not, tip</p>	<p>Comprehension</p> <p>Learn the story of the Enormous Turnip Change the story to the Enormous Pumpkin. Answer a who/what question.</p>
<p>Writing</p> <p>Represent ideas through pictures Know print has meaning. Write a label.</p>	<p>Number/Numerical Pattern</p> <p>Say one number name for each item using stable order of counting to 5. Know the last number is the total. Subitise to 3. Use size language to compare 2 items.</p>	<p>People,Culture,Community</p> <p>Know their immediate family. Recall events from family life. Know who they live with and who is special to them. Know their own environment.</p>	<p>Natural World</p> <p>Talk about Autumn and the changes we shall see. Talk about Harvesting. Talk about Autumn animals</p>
<p>Past and Present</p> <p>Talk about their life in the present. Know the key times of our day routine. Say what we did yesterday/will do tomorrow.</p>	<p>EAD</p> <p>Represent themselves and their family through drawings. Explore joining with natural materials and glue and tape. Learn colour names. Learn the dance routine 'Ram sam sam'</p>		

The INTENT of Autumn 2

<p style="text-align: center;">PSED</p> <p>Say the names of 5 body parts. Know the pant rule. Know which food can be sorted into eat lots and eat less.</p>	<p style="text-align: center;">Listening and Attention</p> <p>Join in with story times saying repeated refrains. Copy actions/words of the speaker. Tune into the speaker.</p>	<p style="text-align: center;">Understanding</p> <p>Answer who, what and where questions. Understands the use of objects during play. Understands the preposition- on top</p>	<p style="text-align: center;">Speaking</p> <p>Speaks to key person and class teacher. Talks about their own needs with I. Says a who+what doing sentence. Engages with new vocabulary.</p>
<p style="text-align: center;">Gross Motor</p> <p>Has some spatial awareness and can adjust speed or direction. Climbs stairs with alternate feet. Jumps and lands safely.</p>	<p style="text-align: center;">Fine Motor</p> <p>Makes crosses and curves. Will use dominant hand Writes the letters tnopbc.</p>	<p style="text-align: center;">Word Reading</p> <p>Builds, reads and writes words ham, bat, cot, gap, bon, men, van, fin, dig, dop</p>	<p style="text-align: center;">Comprehension</p> <p>Learn the story 'The Runaway Chapatti'. Change the story to the 'The Runaway...' Confidently say the repeated refrain. Answer a who, what, where question.</p>
<p style="text-align: center;">Writing</p> <p>Makes pictoral representations of lists. Knows print has meaning Makes own lists of words with initial sounds.</p>	<p style="text-align: center;">Number/Numerical Pattern</p> <p>Say when a number is more, less or equal. Show fingers to 5. Counts to 10. Begin to understand part whole.</p>	<p style="text-align: center;">People,Culture,Community</p> <p>Know about key celebrations for Christians, Muslims and Sikhs. Know which celebrations are special to them. Explore their local environment.</p>	<p style="text-align: center;">Natural World</p> <p>Know and talk about weather changes, moving towards winter.</p>
<p style="text-align: center;">Past and Present</p> <p>Know that they were babies in the past. Know events in their past for them and their families. Know about celebrations in their past such as their Birthdays.</p>	<p style="text-align: center;">EAD</p> <p>Create Gingerbread men designs and bake them. Make party bags for their own celebrations. Perform in the Star Hunt show.</p>		

The INTENT of Spring 1

<p style="text-align: center;">PSED</p> <p>Know what the words happy, sad, angry, worried mean. Use the feelings thermometer to identify their feelings. Say why they are an independent Iguana.</p>	<p style="text-align: center;">Listening and Attention</p> <p>Listens to the speaker and responds to comments or questions. Learns new words for songs.</p>	<p style="text-align: center;">Understanding</p> <p>Follows one and two part instructions. Answers a who, what, where question. Asks a who, what, where question.</p>	<p style="text-align: center;">Speaking</p> <p>Speaks in front of key person group and will talk about experiences. Retells stories told using 3 steps. Uses new vocabulary in play.</p>
<p style="text-align: center;">Gross Motor</p> <p>Experiments with different ways of moving. Tackles obstacles using controlled movements.</p>	<p style="text-align: center;">Fine Motor</p> <p>Has a good hand grip and effective writing posture. Draws hill and loop patterns Writes the letters efvklr</p>	<p style="text-align: center;">Word Reading</p> <p>Builds, reads and writes words log, rat, kit, dug, sut, win, wib, jug, zap, web, fox, yes, hill, kiss, buzz, puff, dax, vill</p>	<p style="text-align: center;">Comprehension</p> <p>Learns the story 'Peace at last' Changes characters and objects in the story using prior knowledge. Begins to express own ideas about stories and NF books.</p>
<p style="text-align: center;">Writing</p> <p>Knows what a caption is. Orally rehearses sentences before writing. Writes a who+what doing sentence. Know when to use a finger space. Know when to add a fullstop.</p>	<p style="text-align: center;">Number/Numerical Pattern</p> <p>Know 1 more and 1 less than given number. Know 4 sided shapes. Know the Hungarian number pattern. Composition 1-5 Count aloud beyond 20.</p>	<p style="text-align: center;">People,Culture,Community</p> <p>Know occupations of family members and the community. Know occupations that happen at night. Know the story of Lunar New Year and who celebrates it.</p>	<p style="text-align: center;">Natural World</p> <p>Know the word 'Nocturnal' Know which animals are Nocturnal. Know what animals do at night. Know signs of winter. Know what happens to water when frozen and heated.</p>
<p style="text-align: center;">Past and Present</p> <p>Continue to use the language yesterday, today and tomorrow.</p>	<p style="text-align: center;">EAD</p> <p>Adding small features to representations. Cutting large and small shapes. Combining shapes to represent a nocturnal animal. Learn the dance routine 'Superheroes'.</p>		

The INTENT of Spring 2

<p style="text-align: center;">PSED</p> <p>Say why they are a collaborative cat. Set a goal to achieve. Talk about how they feel when they are unwell. Know what medicine is and safety rules. Know dangerous objects in the house.</p>	<p style="text-align: center;">Listening and Attention</p> <p>Fully engages in adult led sessions e.g story times. Begins to wait to speak, when the speaker stops.</p>	<p style="text-align: center;">Understanding</p> <p>Answer who, what, where and why questions. Follows 2 part instructions. Responds when someone speaks to them.</p>	<p style="text-align: center;">Speaking</p> <p>Uses the conjunction 'and' when speaking in sentences. Retells past events from the weekend using correct tense. Speaks to the whole class.</p>
<p style="text-align: center;">Gross Motor</p> <p>Has control over objects. Has developing ball skills such as throwing, catching and kicking.</p>	<p style="text-align: center;">Fine Motor</p> <p>Makes zig zag patterns. Writes the letters kjrulw. Has an effective writing posture and grip.</p>	<p style="text-align: center;">Word Reading</p> <p>Builds, reads and writes words and, elf, best, pond, eld, nesk, sniff, crab, blem</p>	<p style="text-align: center;">Comprehension</p> <p>Learns the story 'The Little Red Hen'. Changes the characters in the little red hen to other farm animals, using new vocab. Makes predictions about what will happen next</p>
<p style="text-align: center;">Writing</p> <p>Orally rehearses a sentence before writing it. Writes a sentence to retell a story. Uses a capital letter to start a sentence. Uses a full stop to end a sentence. Uses the conjunction 'and'.</p>	<p style="text-align: center;">Number/Numerical Pattern</p> <p>Compare numbers 1-8 Sequence numbers 1-8 Identify doubles Know the composition of 5-7.</p>	<p style="text-align: center;">People,Culture,Community</p> <p>Know what happens in the celebration of Ramadan and who celebrates it. Know what happens in the celebration of Easter and who celebrates it. Compare the 2. Know which countries celebrate each one.</p>	<p style="text-align: center;">Natural World</p> <p>Know the names of farm animals and their young. Know the features of a farm habitat. Know features of spring time. Know the life cycle of a chick. Know how a plant is grown.</p>
<p style="text-align: center;">Past and Present</p> <p>Continue to use the language yesterday, today and tomorrow.</p>	<p style="text-align: center;">EAD</p> <p>Know how to make masks. Know how to make tabards. Explore mixing colours. Know how to make a farm costume. Perform the song 'Old Macdonald'.</p>		

The INTENT of Summer 1

<p>PSED</p> <p>Know three features of themselves . Know that their friends are different and that's ok. Talk about challenges they have experienced and how they overcame it (Resilient Rhino).</p>	<p>Listening and Attention</p> <p>Knows some stories by heart. Shows effective listening and understanding during adult led sessions. Responds to words said to them, engaging in conversation.</p>	<p>Understanding</p> <p>Can follow a three part instruction. Asks when they don't understand the instruction to clarify. Begins to respond to how and why questions.</p>	<p>Speaking</p> <p>Uses talk to clarify ideas and sticks to main theme. Speaks in front of the whole class. Uses talk to re create roles in imaginative play sequences.</p>
<p>Gross Motor</p> <p>Work towards having a fluent style of moving with developing control (crawling, walking, jumping). Balances along a narrow surface.</p>	<p>Fine Motor</p> <p>Writes the letters qu, ch, sh, th, ng, ck, ch, ll, zz, ff, ss. Has perfect posture, writing position and hand grip.</p>	<p>Word Reading</p> <p>Builds, reads and writes words dash, shrimp, chin, lunch, thump, with, back, clock, when, whisk, ring</p>	<p>Comprehension</p> <p>Learns the story; The Very Hungry Caterpillar'. Uses new vocabulary taught when talking about a text. Answers why and how questions about the story. Boxes up own stories independently.</p>
<p>Writing</p> <p>Writes who+what doing sentences fluently. Writes sentences with conjunctions and but so. Writes more than one sentence to tell a story. Uses the writing tool kit when writing.</p>	<p>Number/Numerical Pattern</p> <p>Know the composition of 6-9. Use a ten frame. Recall number facts to 5. Know the inverse of facts to 5. Learns ab and aabb patterns and describes. Learn number patterns: odd and even.</p>	<p>People,Culture,Community</p> <p>Know which countries have different mini beasts to us. Find the countires on a map.</p>	<p>Natural World</p> <p>Know the names of minibeasts. Name 3 characteristics of each mini beast. Describe their habitat. Explain the life cycle of a butterfly. Explain the life cycle of a bean.</p>
<p>Past and Present</p> <p>Know that objects were different in the past. Explore the telephone and computer and compare the past and present though role play.</p>	<p>EAD</p> <p>Attaching sticks to card. Cutting small circles. Design a puppet. Experiment with textures.</p>		

The INTENT of Summer 2

<p>PSED</p> <p>Know that changes can make them have sad feelings.</p> <p>Know ways to manage change.</p> <p>Say something that they are proud of.</p> <p>Have a smooth transition to Year 1.</p>	<p>Listening and Attention</p> <p>Respond to what they hear with relevant actions, questions or comments.</p> <p>Make comments about what they hear.</p>	<p>Understanding</p> <p>Makes comments about what they have heard and asks questions to clarify their understanding.</p> <p>Engages in a 2 way conversation.</p>	<p>Speaking</p> <p>Confident to speak in a variety of situations.</p> <p>Uses new vocabulary.</p> <p>Says why things happen.</p> <p>Express ideas in full sentences with conjunctions.</p>
<p>Gross Motor</p> <p>Is considerable of others space when playing.</p> <p>Is more co-ordinated when playing.</p> <p>Moves in a variety of ways with energy.</p>	<p>Fine Motor</p> <p>Learns to write capital letters.</p> <p>Writes with perfect posture and position with established grip.</p> <p>Writes on a line.</p>	<p>Word Reading</p> <p>Builds, reads and writes words crank, spend, scrap, camps, splits, spran</p>	<p>Comprehension</p> <p>Able to retell stories with accuracy.</p> <p>Learns the story 'Gigantasaurus'.</p> <p>Confidently makes changes to create own stories.</p> <p>Anticipates key events in stories.</p> <p>Uses vocabulary taught through non-fiction books.</p>
<p>Writing</p> <p>Knows what a recount is.</p> <p>Uses the writing tool kit when writing sentences.</p> <p>Uses conjunctions and, but, so.</p> <p>Uses time connectives when writing.</p> <p>Re reads sentences back to check.</p>	<p>Number/Numerical Pattern</p> <p>Names and explores 3 sided shapes</p> <p>Knows bonds to 10.</p> <p>Knows Number facts to 5 with doubles.</p> <p>Begins to use Rekenreks as a manipulative.</p> <p>Uses size language to describe capacity.</p>	<p>People,Culture,Community</p> <p>Knows key features of the country 'Africa'.</p> <p>Knows what the weather is like in Africa.</p> <p>Describes what traditional life is like for a child in an African village.</p> <p>Compares Africa with England.</p> <p>Knows where England and Africa are on a globe/map.</p>	<p>Natural World</p> <p>Names 6 African animals</p> <p>Names 6 dinosaurs.</p> <p>Gives facts about each animal.</p> <p>Know the difference between Carnivores and Herbivores and sort animals by these categories.</p>
<p>Past and Present</p> <p>Know the word 'Prehistoric'.</p> <p>Name some prehistoric animals.</p> <p>Name some prehistoric features.</p> <p>Know what a museum is.</p> <p>Know what an archaeologist is.</p>	<p>EAD</p> <p>Explore shades of colour.</p> <p>Choose colour for purpose</p> <p>Make choices in how to combine materials to represent.</p> <p>Talk about the process of creating an animal through collage.</p>		