



What do we want children to **know** by the end of this block and what do we want children to know **how to do** by the end of this block?

Communication and Language

- Tell familiar stories with dialogue using small world figures or puppets or in roleplay with specific props.
- Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.
- Recall and define specialist vocabulary for the half term.
- Answer open ended or speculative questions.
- Process three step instructions.

Words and phrases, we want children to recall and define:

Once upon a time; after a while; later; the same day; they all lived happily ever after; I think....because; it could be; it might

Personal, Social & Emotional Development

- Engage in more complex and extended turn taking games
- Read facial expressions and body language and extend the vocabulary of emotions.
- Articulate reasons for success or failure
- Build strategies to make new friends.

Words and phrases, we want children to recall and define:

Fair; my turn/your turn; worried; excited; nervous; terrified; disappointed; angry; this worked well because...; this was difficult because...

Physical Development

- Join with tape and glue.
- Control large scale gardening tools including watering cans.
- Use fine mark-making tools to create texture and pattern in clay.
- Control printing tools to create a desired effect.
- Dismantle objects and mechanisms using a range of hand actions.
- Control and steer a ball by hand.
- Aim, roll, track and collect a ball.

Words and phrases, we want children to recall and define:

-Names of joining mechanisms and materials.
 -Names of gardening tools
 -Names of components of mechanisms
 -Action verbs for physical challenges with appropriate adverbs.

Literacy

- Predict the development of the plot.
- Empathise with characters.
- Make links between texts.
- Access simple information books.
- Read Write Inc-Speed sounds set 2

Maths

- Count by rote to 50
- Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining
- Demonstrate understanding of pair wise and five wise patterns on 10s frames.
- Recall and apply double 1 to double 5

- Write simple captions with more than one sentence using capital letters and full stops

Words and phrases, we want children to recall and define:

First, next, then, after that, worried, excited, nervous, terrified, disappointed, angry, information book, non-fiction, contents page, index, illustration, diagram, label



...be bold...

~ you are capable of changing a situation...
become the explorer of tomorrow~

This is shown by the mountain; this will remind you never to settle for your situation. Be courageous in the ambition you have for yourself.

- Recall subtraction facts within 5 and apply
- Recall evens and odds and apply
- Count by rote to 100, recognising decade numbers.
- Design 3D shapes on mirrors
- Make 3D models out of 3D shapes
- Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday

Words and phrases, we want children to recall and define:

Part, whole, double, even and odd, 3D shape names, symmetrical, names of the weekdays, weekend, today, tomorrow, yesterday.

Understanding the World

- Describe changes to trees and woodland plants in spring.
- Know and demonstrate how to grow seeds and care for seedlings.
- Draw and label geographical features on a given route.
- Describe the roles of significant adults in the community

Words and phrases we want children to recall and define:

Trunk, branch, twig, bud, seed, seedling, soil, stalk, stem, flower, fruit, soil, water, light, sunshine.

Gate, pavement, kerb, road, crossing, traffic light, road sign, street sign.

Expressive Arts & Design

- Make increasingly detailed observational drawings and paintings of natural found objects and living things.
- Know how to join wood and reclaimed materials to make objects with purpose.
- Print accurately with paint to achieve an effect and describe design choices.
- Select reclaimed materials to collage representationally or with a design idea and explain choices.
- Move rhythmically on the spot and travelling, using hands or feet to mark the beat.
- Echo simple short rhythmic phrases with untuned percussion.
- Discuss the pitch contrasts in tuned percussion.
- Call and response songs

Words and phrases, we want children to recall and define:

Shape, colour, shade, line, detail.

Recycled, cardboard, plastic, wood, cloth, metal, rigid, flexible, transparent

Clip, stick, tie, nail, tape.

I chose this to... I chose this because...

Rhythm, repeat, higher and lower.