

# Ourselves

## Mathematics

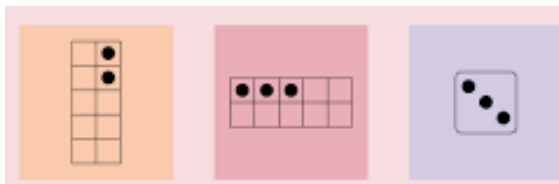


### Children will:

- Recognise numbers to 5 and beyond, linking name and value
- Be able to subitise to 5
- Count reliably using number names, in order and using one to one correspondence
- Compare and classify objects and compare amounts after classification

### Key Vocabulary:

<b>Subitise</b>	To know how many in a group of objects without counting
<b>Cardinality</b>	Measure of the number of elements of the set
<b>One to one correspondence</b>	To be able to pair each number counted with a number word
<b>Compare and contrast</b>	Looking at what is the same and what is different



## Literacy



### Children will:

#### Reading

- Show an interest in books and handle them carefully
- Enjoy listening to and joining in with stories, rhymes and poems
- Join in with phrases and familiar parts of stories and rhymes and fill in missing parts
- Show interest in illustrations and suggest narrative to accompany pictures
- Begin to answer questions about stories read to me

#### Writing

- Understand that print carries meaning
- Give meaning to marks I make
- Make phonetically plausible attempts in spelling words
- Write own name

### Key Vocabulary:

<b>Title</b>	The name of a book
<b>Author</b>	A writer of a book, article or document
<b>Fiction</b>	Set, plot or characters are imaginary
<b>Non-Fiction</b>	Real events
<b>Blurb</b>	A short description
<b>Illustrator</b>	Draws or creates pictures for magazines, books, advertising



## Phonics



### Children will:

- Recognise phonemes: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f & l
- Segment, blend and read words with these sounds
- Read CVC words
- Read decodable texts with the phonemes taught
- Recognise 'Tricky words': is, I, & the

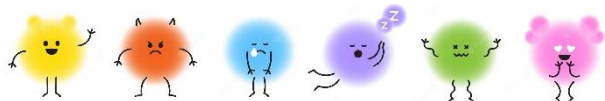
### Key Vocabulary:

<b>Phoneme</b>	The smallest unit of sound, eg s, a, t
<b>Grapheme</b>	The letters that represent a sound
<b>GPC</b>	Grapheme Phoneme Correspondence
<b>Tricky word</b>	Words that cannot easily be decoded
<b>Intonation</b>	Rise and fall of the voice in speaking
<b>Expression</b>	(reading aloud) with feeling
<b>VC and CVC</b>	Vowel- Consonant & Consonant-Vowel-Consonant

# Ourselves

## Personal, Social & Emotional Development

- Recognise and celebrate my own strengths
- Begin to identify a range of feelings and begin to be able to say how I feel
- Begin to develop friendships
- Build a positive relationship with adults in the classroom



## Creative Development

- Begin to use my imagination and resources in role-play and small world play
- Listen to a range of different music and move freely to it
- Join in with singing in class and whole school
- Begin to join in with a pulse or steady beat of the music



## Key Vocabulary

Key Words	Definition
Kindness	friendly, generous, and considerate
Similarities	a similar feature or aspect
Different	not the same as another or each other
Explore	Inquire into or discuss in detail
Seasons	Four divisions of the year
Change	Replace with something else
Family	Living as a unit
Respect	Due regard for the feelings, wishes, or rights of others

## Knowledge & Understanding

### Past & Present

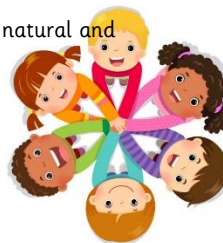
- Name some of the members of my family and community and talk about them.
- Know how I have changed
- Know some similarities and differences between things now and in the past

### People, Culture and Communities

- Know about Diwali and how Hindu's prepare for and celebrate Diwali
- Know about Hanukkah and how Jew's prepare for and celebrate Hanukkah
- Know how Christians celebrate Christmas
- Know where I live and where I go to school.
- With support, find our school on a map.

### The Natural World

- Describe what I see, hear and feel outside using a wide vocabulary
- Begin to understand the difference between the natural and human made world.
- Describe materials e.g. wood, card, rock,
- Name and locate main human body parts



## Physical Development

### Gross Motor Skills

- Be able to queue and line up
- Move safely in a space with consideration of others
- Follow, copy and lead a partner
- Develop balancing whilst stationary and on the move
- Develop running and stopping and be able to change direction

### Fine Motor Skills

- Use cutlery independently at meal times
- Use scissors to make snips and cut along a straight line
- Begin to use a tripod grip when using mark making tools
- Be able to copy letters that I have been taught



## Key Questions

Are we all the same?

Who is in your family?

Can you name some feelings?



## Communication and Language

I can sit, look and listen.

I can speak using simple sentences.

I can speak clearly.

I can use new words.

I can take turns to talk.

## Developing Independent Skills

I can put my bag, coat and book bag in the right place when I come in.

I can choose my own resources and put them away.

I can go to the toilet and wash my hands on my own.