



Weather

Mathematics



Subitising

- increase confidence in subitising by continuing to explore patterns within
- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part
- experience patterns which show a small group and '1 more'

Composition & Comparison

- continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5
- explore the composition of 6, linking this to familiar patterns, including symmetrical patterns
- begin to see that numbers within 10 can be composed of '5 and a bit'
- explore ways of making unequal sets equal.

Cardinality, counting and ordinality

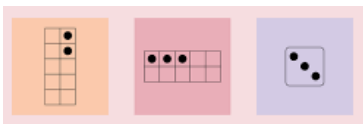
- continue to develop verbal counting to 20 and beyond
- continue to develop object counting skills, using a range of strategies to develop accuracy
- continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10
- order numbers, linking cardinal and ordinal representations of number.

Shape, space and measure

- Describe similarities and differences between 3D shapes
- Make comparisons between the mass of objects using vocabulary such as heavy, heaviest, light, lightest
- Compare capacity using vocabulary such as full/nearly full/half full/nearly empty/empty
- Use objects to measure
- Name the days of the week and be able to talk about what happens on each day

Key Vocabulary:

Subitise	To know how many in a group of objects without counting
Cardinality	Measure of the number of elements of the set
Ordinality	To be able to pair each number counted with a number word
Numerosity	Perception of quantity or 'how many-ness'.



Literacy



Children will: Reading

- Begin to act out stories I know well.
- Begin to predict what might happen in a story.
- Suggest how a story might end.

Be able to talk about the characters in the story.

Writing

- Form long letters correctly.
- Make phonetically plausible attempts in spelling words.
- Write captions and simple sentences using sounds I have been taught.
- Begin to use finger spaces between words.
- Know that sentences start with a capital letter and end with a full stop.
- Be able to spell some tricky words that I have been taught.

Key Vocabulary:

Prosody	The patterns of stress and intonation in a language.
Comprehension	The ability to understand something.
Character	A person in a novel, play, or film.
Setting	Where a story take place.
Non-fiction	Prose writing that is informative or factual rather than fictional.
Fiction	Something that is invented or untrue.

Phonics

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai		Open your mouth wide and say ai ai ai	oo		Pucker lips and there it you say oo oo o
ee		Smile with your lips apart and say ee ee ee	oo		Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
	tail in the rain			hook a book	
	sheep in a jeep			zoom to the moon	



Children will:

- Recognise phonemes taught: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, dd, mm, tt, bb, rr, gg, pp, ff
- Segment, blend and read words with these sounds
- Read decodable texts with the phonemes taught
Recognise 'Tricky words': was, you, they, my, by, all, are, sure, pure

Key Vocabulary:

Digraph	A combination of two letters representing one sound, as in ph and sh .
Phoneme	The smallest unit of sound, eg s,a,t
Grapheme	The letters that represent a sound
GPC	Grapheme Phoneme Correspondence
Tricky word	Words that cannot easily be decoded

Weather

Personal, Social & Emotional Development



- Identify a broader range of feelings, recognise how emotions make us feel eg butterflies in tummy when nervous, wanting to jump when excited.
- Say how others are feeling based on their expressions and actions
- Be able to follow two step instructions.
- Attempt to zip up own coat, put on painting apron, do up buttons and buckles.
- Begin to listen to the ideas of other children and agree on a solution and compromise.

Creative Development

- Talk about what I am going to create.
- Join materials using different types of tape and spilt pins.
- Learn more complex cooking techniques: Using measuring spoons and scales with more independence, using a spatula, grating, melting, mixing, dividing mixture, begin to understand hob safety.
- Share my creations and talk about how I made it.



Key Vocabulary

Cloudy 	Wind 	Ice
Rain 	Foggy 	Winter

Knowledge & Understanding

Past & Present

- Have an awareness of features in Welwyn Garden City and point out how some buildings look older than others.
- Know some similarities and differences between things now and in the past.

People, Culture and Communities

- Talk about some special places for people from different cultures and religions.
 - Know about the Easter story and how Christians celebrate Easter and about the associated symbols.
 - With support draw information from a simple map
 - Recognise a globe and use it to identify land and sea.
 - Know that there are seven continents and five oceans.
 - Know there are different countries in the world.
- Compare the UK and France

The Natural World

- Describe my own environment and local area, spotting similarities and differences.
- Describe another environment e.g. Desert, Artic, grasslands etc.
- Recognise the Earth, sun and moon.



Developing Independent Skills

I can have a go at zipping my own coat. I can look after my hats and gloves.
I can use a tape dispenser.
I can use a knife and fork on my own.

Physical Development

Gross Motor Skills

- Explore different body parts and how they move
- Remember, copy and repeat actions
- Be able to roll a ball at a target
- Be able to stop a rolling ball
- Develop accuracy when throwing to a target
- Develop bouncing and catching skills
- Develop dribbling skills
- Be able to kick a ball



Fine Motor Skills

- Hold scissors correctly and cut along a curved line and cut out large shapes
- Write letters I have been taught using correct letter formation

Discussion Questions

How did the stars get in the sky?
What makes a rainbow?
How big is the universe?



Communication and Language

I can retell a simple story.
I can talk to adults around the school.
I can explain things that have the past, eg Christmas.

