

<p align="center"><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b>          Understand how to listen carefully and why listening is important          Listen to simple stories and understand what is happening, with the help of the pictures          Listen to and talk about stories to build familiarity and understanding</p> <p><b>Speaking</b>          Learn new vocabulary          Learn new vocabulary and use it through the day          Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words          Engage in non-fiction books</p>	<p align="center"><b>Possible Key Texts</b></p> <p>Goldilocks and the Three Bears          The Gingerbread Man          Red Riding Hood          Zog          The Gruffalo          The Pirates Next Door          Whatever Next          Sleeping Beauty          Meg and Mog          Room on the Broom          Where The Wild Things Are          The Tiger Who Came to Tea</p>	<p align="center"><b>Personal, Social and Emotional Development</b></p> <p>See themselves as a valuable individual          Build constructive and respectful relationships          Express their feelings and consider the feelings of others          Manage their own needs</p>
<p align="center"><b>Theme</b></p> <p align="center"><b>Can you Imagine?</b></p> <p align="center">Following the children’s interest in picture stories to create learning opportunities from imaginative worlds</p>	<p align="center"><b>Children’s Interests:</b></p> <p>Writing messages, magic spells, filling and pouring in sand, cars and trains, princesses, Paw Patrol</p>	<p align="center"><b>Identified needs for this cohort</b></p> <p>Listening and Attention          Building positive relationships          Showing respect towards others and school resources          Writing skills</p>
<p align="center"><b>Physical Development</b></p> <p><b>Gross Motor Skills</b>          Progress towards a more fluent style of moving, with developing control and grace          Develop the overall body strength, co-ordination, balance and agility</p> <p><b>Fine Motor Skills</b>          Develop small motor skills so that they can use a range of tools competently, safely and confidently, with a particular focus on pencils for drawing and writing and scissors          Develop the foundations of a handwriting style</p>	<p align="center"><b>New Vocabulary</b></p> <p>Sign language: Learn a sign per week (BSL)</p> <p>Language related to stories chosen by the children – e.g. cauldron, drawbridge, midnight</p>	<p align="center"><b>PE Focus</b></p> <p>Dance – Pirates!</p>

<p style="text-align: center;"><b>Literacy</b></p> <p><b>Comprehension</b></p> <p><b>Word Reading &amp; Phonics</b>  Blend sounds into words, so that they can read short words  Recognise and read some digraphs matched to the school’s phonic programme  Read some common exception words matched to the school’s phonic programme  Read simple phrases and sentences made up of words with known letter–sound correspondences</p> <p><b>Writing</b>  Begin to form lower-case letters correctly  Spell words by identifying the sounds and then writing the sound with letter/s  Write captions or short sentences using words with known sound-letter correspondences</p>	<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;"><b>Follow the Mastering Number Programme</b></p> <p>Begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots  Visualise and recreate arrangements of 3, 4 and 5 dots and match to numerals  See, represent and describe the staircase pattern and recognise that each number is 1 more  See and find ways to partition the number 5 and be able to explain what the parts are  Use what they know about 5 to work out a hidden number  Use their fingers to represent 6 as ‘5 and a bit’  Use ‘more than’ and ‘fewer than’ to describe quantities  Use the words ‘an equal number’ to say when there is the same number of items in 2 sets and say when they can see an equal number</p>
<p style="text-align: center;"><b>Understanding the World</b></p> <p>Compare and contrast characters from stories, including figures from the past  Comment on images of familiar situations in the past  Recognise some similarities and differences between life in this country and life in other countries  Understand the effect of changing seasons on the natural world around them</p>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p>Create collaboratively, sharing ideas, resources and skills  Listen attentively, move to and talk about music, expressing their feelings and responses  Develop storylines in their pretend play  Explore and engage in music making and dance, performing solo or in groups</p>

**Possible Learning Journey**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
2 Day Week	The Gingerbread Man	SCARF in School (PSED) Stories chosen from class interests	Stories chosen from class interests	Chinese New Year	Safer Internet Day Pirates	Valentine’s Day, Pirates: Pirate Day, stolen treasure, treasure hunt