



	Autumn Term	Spring Term	Summer Term
<b>Spoken language</b>	<ul style="list-style-type: none"> <li>• Have a daily 1:1 conversation about their day or a topic of learning. Share with them something positive about your day</li> <li>• Speak in full sentences maintaining Standard English</li> <li>• Ask questions using who, what, where, when, why and how</li> <li>• Take turns in speaking and listen to what the other has to say.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and introduce new vocabulary e.g. at the supermarket talk about the towering shelves, the gleaming lights, the freshly baked bread etc</li> <li>• Encourage polite manner and ways of interrupting adults politely</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about timetables and daily routines</li> <li>• Introduce a strange or new word regularly and together find out the meaning</li> <li>• Speak in full sentences</li> <li>• Play word games extending vocabulary or testing memory</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Recognise homophones (words that sound the same) like there/their/they're, hear/here, our/are, see/sea</li> <li>• Read words that end with sounds like -ness -ful -ly -ment</li> <li>• Sound out tricky spellings and names using phonetics</li> <li>• Learn exception words like floor, poor, wild, climb, children, because, find, kind, cold, gold, hold, every, child, behind</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write all sounds and record them in reading record</li> <li>• Sound out new and unfamiliar words</li> <li>• Identify common homophones like to/too/two, bear/bare, one/won, sun/son</li> <li>• Learn and spell common exception words like Mr, Mrs, Miss, great, break, even, last, past, class, grass, father ,plant, bath, steak, after, everybody, even, pass, hour.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write all sounds and record them in reading record</li> <li>• Sound out new and unfamiliar words</li> <li>• Learn common exceptions words like eye, sure, sugar, clothes, busy, half, money, people, Christmas, again, whole, people, water, parents.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Practice letter formation clear and joining when confident.</li> <li>• Capital letters are bigger than lower case letters</li> <li>• Writing is a good size and is well spaced</li> <li>• Using expanded noun phrases to describe and specify things e.g. the beautiful yellow rose</li> <li>• Use full stops, capital letter, question marks and exclamations in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination (or/ and/ but) and some subordination (when/ if/ that/ because) spelling many correctly</li> <li>• Use an apostrophe for possession e.g. Pip's room, Jane's toy, Simon's cat.</li> </ul>	<ul style="list-style-type: none"> <li>• Write for different purposes like letters, poems, diary entries and stories</li> <li>• Using a range of connectives like (and, but, so, then, or) to join parts of a sentence together</li> <li>• Finger spaces used to clearly separate words</li> <li>• Using expanded noun phrases to describe an object, e.g. the beautiful purple berry.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Asking and answering questions on texts they have read</li> <li>• Pick out key feelings and settings from a story</li> <li>• Read high frequency words and blending sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to sound out new words</li> <li>• Can read plurals and understanding their use</li> <li>• Can comment on characters feelings from a book.</li> <li>• Learn a favourite poem off by heart</li> <li>• Read words with contractions like 'I'm, I'll, we'll and understand what they mean</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Make links between the book they are reading and other books they have read</li> <li>• Sound out many familiar words accurately</li> <li>• Recognise the difference between a statement, a question and a command.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Know number bonds to 10, 20, 50 and 100 confidently</li> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry</li> <li>• know the number of minutes in an hour and the number of hours in a day</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write numbers to at least 100 in numerals and in words</li> <li>• Use place value and number facts to solve problems.</li> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• name a wide variety of common 2-D and 3-D shapes</li> <li>• Compare measures including simple multiples such as 'half as high'; 'twice as wide'</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions like 1/2, 1/4, 1, 3/4 and 2/4</li> <li>• compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>• Tell the time for whole hour, quarter past, half past, quarter to by reading an analogue clock</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Identify shapes around us and their properties</li> </ul>