

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens
- Use a wider range of vocabulary.
- Children will understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.



Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.

Physical Development

- Children will revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Literacy

- Develop their phonological awareness, so that they can spot and suggest rhymes. Count or clap syllables in a word.
- Engage in extended conversations about stories, learning new vocabulary
- Write some or all of their name.
- Write some letters accurately.
- Spell words by identifying the initial sound.
- Spell words by identifying more than one sound.
- Hold a pencil effectively in preparation for fluent writing.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Engage in story times. Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.



Celebrations!

This half term we will be exploring cultural diversity, experiencing how different festivals and special days are celebrated around the world. As part of our topic we will be learning about Diwali, Hanukkah, diving into British history to learn more about Guy Fawkes, exploring how birthdays are celebrated and finishing off with our Christmas festivities, just to name a few. Our Houghton Highlight this half term will involve us beginning to learn basic first aid, a skillset we will continue to build upon throughout the year. We will be linking our introduction to first aid to our celebration of Remembrance and recognising the work of doctors and nurses (Florence Nightingale and Mary Seacole) during the wars. As always our literacy work will be linked to key texts, which will include stories such as Rama and Sita, The Tiger that came to tea and the Nativity. Our maths activities, arts and crafts and even our PE lessons are themed around our fully immersive topic to inspire and engage the children. Look at some of the things we will be learning to do...

Maths

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1, 2, 3, 4, 5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle.
- Extend and create ABAB patterns.
- Notice and correct an error in a repeating pattern.
- Understand the 'one more than/one less than' relationship between consecutive numbers.

12345

Expressive Arts and Design

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Use drawing to represent ideas like movement or loud noises.
- Explore colour and colour-mixing.
- Respond to what they have heard, expressing their thoughts and feelings.
- Develop storylines in their pretend play.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas.



Understanding of the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history
- Explore how things work.
- Talk about the differences between materials and changes they notice.
- Talk about members of their immediate family and community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Compare and contrast characters from stories, including figures from the past.

