

OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs Communities & Environment Life Skills Personal, Social & Emotional Well Being

Prime Area: Personal, Social and Emotional Development

I can identify something I am good at and understand everyone is good at different things.
I understand that being different makes us all special.
I know we are all different but the same in some ways.
I can tell you why I think my home is special to me.
I can tell you how to be a kind friend.
I know which words to use to stand up for myself when someone says or does something unkind.
I know what it means to be respectful and to be treated with respect.
Developing independence by putting our own socks and shoes on.

Prime Area: Communication and Language

I can develop vocabulary and understanding.
Through discussion develop an understanding of each other's passions.
I can re-tell stories using Storytelling Schools and Tales Toolkit approach.
I can develop our use of storytelling language.
I can listen and respond to stories.
I can follow instructions.
I can take part in discussions in pairs and small groups.
I can understand how to listen carefully and why listening is important.

Prime Area: Physical Development

I can develop fine motor skills through threading, cutting, weaving, playdough and other fine motor skills.
I can develop muscle tone to put pencil pressure on paper.
I can use tools to effect changes to materials.
I can show preference for dominant hand.
I can learn correct letter formation.
I can take part in Forest School activities.
Within gymnastics to develop balance, to move in different ways, to negotiate space and to travel with confidence.

Sunflower Class



Autumn Term 2

Wow Moment:
Christmas Play (no cost involved)

Specific Area: Expressive Arts and Design

I can use different textures and materials to make firework pictures.
I can listen to music and make my own dance in response.
I can create decorations and cards, and take part in songs and poems linked to winter celebrations.
I can use story maps, props, puppets & story bags to retell, invent and adapt stories.
I can make shadow puppets.
I can take part in a performance of The Nativity.
I can make a stick man using natural objects.

Specific Area: Understanding the World

Guy Fawkes - I can compare and contrast characters from stories, including figures from the past: looking at clothes.
I can talk about significant events in my own experience.
I can recognise and describe special times or events for family or friends.
I can take part in activities surrounding the seasons at Forest School.
I can identify times which are special to different people and explain why.
I can identify stories which are special to different people.

Specific Area: Literacy

I can talk about events and characters in a story read to me.
I can join in with rhymes and stories.
I can fill in missing words from well-known rhymes.
I can link most sounds to letters.
I am beginning to blend and segment in order to read vc and cvc words.
I can read some Phase 2 words including some tricky words.
I can record in various ways: recount, name writing, labelling, storytelling, retelling stories, letter writing.
I can write tricky words such as I, me, my, like, to, the.
I can write CVC words.

Specific Area: Mathematics

I can subitise within 5, perceptually and conceptually, depending on the arrangements.
I can explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.
I can count beyond 5.
I can begin to recognise numerals, relating these to quantities I can subitise and count.
I can explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot.
I can explore the composition of numbers within 5.
I can compare sets using a variety of strategies, including 'just by looking', by subitising and by matching.
I can compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.