Holy Trinity Rosehill
Church of England (V.A.) Primary School

Spring Term 1st Half

Personal, Social and Emotional Development

Dispositions and Attitudes
- Persist for extended periods of time at an activity of their choosing.
- Continue to be interested, excited and motivated to learn.

Self-confidence and Self-esteem
- Have an awareness and pride in self as having own identity and abilities.

Making Relationships
- Value and contribute to own well-being and self-control.

Sense of Community
- Have an awareness of, and an interest in, cultural and religious differences

Communication, Language and Literacy

Language for Communication
- Initiate conversation, attend to and take account of what others say.
- Extend vocabulary, especially by grouping and naming.
- Link statements and stick to a main theme or intention.
- **Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.**
- **Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.**

Language for Thinking
- Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.
- Begin to use talk to pretend imaginary situations.

Linking Sounds and Letters
- Hear and say the initial sound in words and know which letters represent some of the sounds.

Reading
- Enjoy an increasing range of books.
- Know that information can be retrieved from books and computers.
- **Retell narratives in the correct sequence, drawing on language patterns of stories.**

Writing
- **Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.**
- **Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.**

Handwriting
- Begin to form recognisable letters.
- **Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.**

Maths

Numbers as Labels and for counting
- Select the correct numeral to represent 1 to 5, then 1 to 9 objects.
- Recognise numerals 1 to 5.
- Count an irregular arrangement of up to ten objects.
- Estimate how many objects they can see and check by counting them.
- **Count reliably up to ten everyday objects.**
- **Recognise numerals 1 to 9.**

Calculating
- Use own methods to work through a problem.
- Say the number that is one more than a given number.
- Select two groups of objects to make a given total of objects.
- **Use language such as 'more' or 'less' to compare two numbers.**

Shape, Space and Measures
- Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Show awareness of symmetry.
- Find items from positional or directional clues.
- Order two or three items by length or height.
- **Talk about, recognise and recreate simple patterns.**

Understanding the World

Exploration and Investigation
- Explain own knowledge and understanding, and ask appropriate questions of others.
- **Investigate objects and materials by using all of their senses as appropriate.**

Designing and Making
- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately.

ICT
- Use a mouse and keyboard to interact with age-appropriate computer software.

Communities
- Gain an awareness of the cultures and beliefs of others.
- Feel a sense of belonging to own community and place.

Physical Development

Movement and Space
- Jump off an object and land appropriately.
- Show understanding of the need for safety when tackling new challenges
- Avoid dangerous places and equipment.
- **Move with confidence, imagination and in safety.**
- **Move with control and coordination.**

Using Equipment and Materials
- Show increasing control over clothing and fastenings.
- Show increasing control in using equipment for climbing, scrambling, sliding and swinging.

Expressive Art and Design

Being Creative – Responding to Experiences, Expressing and Communicating Ideas
- **Respond in a variety of ways to what they see, hear, smell, touch and feel.**

Exploring Media and Materials
- Understand that different media can be combined to create new effects.
- Experiment to create different textures.
- Create constructions, collages, paintings and drawings.

Creating Music and Dance
- Explore the different sounds of instruments.
- Begin to move rhythmically.

Developing Imagination and Imaginative Play
- Introduce a storyline or narrative into their play.
- Play alongside other children who are engaged in the same theme.
- Play cooperatively as part of a group to act out a narrative.
- **Use their imagination in art and design, music, dance, imaginative and role-play and stories.**

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Spring Term 2nd Half

Personal, Social and Emotional Development

Dispositions and Attitudes
- Persist for extended periods of time at an activity of their choosing.

Self-confidence and Self-esteem
- Respond to significant experiences, showing a range of feelings when appropriate.

Making Relationships
- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Sense of Community
- Have an awareness of, and an interest in, cultural and religious differences.
- Enjoy joining in with family customs and routines.

Communication, Language and Literacy

Language for Communication
- Use vocabulary and forms of speech that are increasingly influenced by their experience of books.
- Use language for an increasing range of purposes.
- Use simple grammatical structures.
- **Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.**
- **Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.**

Language for Thinking
- Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.
- Begin to use talk to pretend imaginary situations.

Linking Sounds and Letters
- **Hear and say sounds in words in the order in which they occur.**
  Link sounds to letters, naming and sounding the letters of the alphabet.

Reading
- Enjoy an increasing range of books.
- Know that information can be retrieved from books and computers.
- **Retell narratives in the correct sequence, drawing on language patterns of stories.**
- **Read a range of familiar and common words and simple sentences independently.**

Writing
- **Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.**
- **Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.**

Handwriting
- Begin to form recognisable letters.
- **Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.**

Maths

Numbers as Labels and for counting
- Select the correct numeral to represent 1 to 5, then 1 to 9 objects.
- Count an irregular arrangement of up to ten objects.
- Estimate how many objects they can see and check by counting them.
- **Count reliably up to ten everyday objects.**
- **Recognise numerals 1 to 9.**

Calculating
- Use own methods to work through a problem.
- Say the number that is one more than a given number.
- Select two groups of objects to make a given total of objects.
- **Find one more or one less than a number from one to ten.**
- **Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.**

Shape, Space and Measures
- Show awareness of symmetry.
- Order two items by weight or capacity.
- Use familiar objects and common shapes to create and recreate patterns and build models.
- **Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.**

Understanding the World

Exploration and Investigation
- Explain own knowledge and understanding, and ask appropriate questions of others.
- **Find out about, and identify, some features of living things, objects and events they observe.**

Designing and Making
- **Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.**
- **Select the tools and techniques they need to shape, assemble and join materials they are using.**

ICT
- Use a mouse and keyboard to interact with age-appropriate computer software.

Time
- **Find out about past and present events in their own lives, and in those of their families and other people they know.**

Place
- Notice differences between features of the local environment.
- **Observe, find out about and identify features in the place they live and the natural world.**

Physical Development

Movement and Space
- Construct with large materials such as cartons, fabric and planks.

Health and Bodily Awareness
- **Recognise the importance of keeping healthy, and those things which contribute to this.**

Using Equipment and Materials
- Show increasing control over clothing and fastenings.
- Show increasing control in using equipment for climbing, scrambling, sliding and swinging.

Expressive Art and Design

Being Creative – Responding to Experiences, Expressing and Communicating Ideas
- **Respond in a variety of ways to what they see, hear, smell, touch and feel.**

Exploring Media and Materials
- Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes.
- Work creatively on a large or small scale.

Creating Music and Dance
- Explore the different sounds of instruments.
- Begin to move rhythmically.

Developing Imagination and Imaginative Play
- Introduce a storyline or narrative into their play.
- Play alongside other children who are engaged in the same theme.
- Play cooperatively as part of a group to act out a narrative.
- **Use their imagination in art and design, music, dance, imaginative and role-play and stories.**

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