

## Mathematics

### Number

- Count reliably to 20 and know 1 less than a number to 20
- Place numbers 1-20 in order
- Add and subtract with 2 single digit numbers, counting on and back e.g. by using a number line
- Solve problems that include doubling, halving and sharing
- Make up own problems
- Solve problems that involve sharing or counting in the 2, 5 or 10 patterns
- Start to know all the ways to make 10

### Shape, Space and Measure

- Find O'clock and half past on a clock
- Use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities or solve problems
- Play with and describe 3d shapes
- Use money in real situations e.g. role play shop, adding up totals

## PSHE "Moving On"

### Making Relationships

- Understand and explain what is acceptable and unacceptable behaviour

### Self-Confidence and Self-Awareness

- Talk about plans they have made to carry out activities and what they might change if they were to repeat them
- Look forward to entering Year 1 and discuss what skills and attributes they will take with them and which skills they would like to improve

### Managing Feelings and Behaviour

- Stop and think before acting
- Be able to wait for things they want

## Literacy

### Reading

- Identify if a book or fiction or non-fiction explaining why and naming some key features
- Read phonetically regular words of more than one syllable
- Read a range of irregular but high frequency words e.g. there, were, like, come
- Recall key events or facts after reading, voicing own views or preferences explaining why

### Writing

- Independently use capitals to start and full stops to end sentences
- Consistently spell short common exception words such as they, said, was, you
- Extend sentences with connectives such as "then" or "so"
- Independently use features of other genres, e.g. bossy words for instructions, simple rhyme in a poem
- Read back writing to check for sense
- Use spaces appropriate to size of letters between words

## Understanding the World

### People and Communities

- Understand that different people may have different customs, traditions, attitudes and beliefs.
- Start to realise that it is important to treat differences between each other with respect

### The World

- Talk about features of their own and other environments and how they might vary from one another
- Describe the properties of some materials and suggest some of the purposes they are used for
- Be familiar with basic concepts such as floating and sinking

**RE Focus:** Water following the theme of "Precious"

### Technology

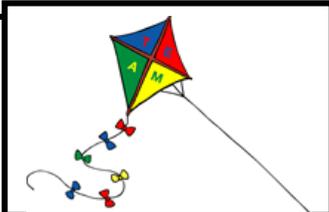
- Be aware of different technologies they use at home and at school. Select appropriate technology to use for example in deciding how to record a special event in their lives, such as a journey on a steam train

## Characteristics of Effective Learning

**Engagement:** Show a "can do" attitude." Take a risk, engaging with new experiences, learning by trial and error

**Motivation:** Be proud of how they accomplished something, not just the result. Enjoy meeting challenges for their own sake, rather than external praise and reward

**Critical Thinking:** Check how well activity is going, changing strategy as needed. Review how well approach worked



Respect

Team

Evaluate

## Physical Development

### Moving and Handling

- Begin to write on lines and control letter size
- Start to use a form letters in the pre cursive style by using a lead in
- Use equipment safely as part of team games
- Be able to hop and skip in time to music

### Health and Self-Care

- Make healthy choices in relation to eating and exercise
- Be able to explain some of the attributes of a healthy life style

## Expressive Arts and Design

### Exploring and using media and materials

- Talk through ideas and processes that have led to designs
- Talk through their own and others' work, celebrating achievements

### Being imaginative

- Through own explorations find out and make decisions how different media can be combined and changed
- Identify different beats in music, perform following symbols e.g. fast/slow

## Communication and Language

### Listening and Attention

- Listen to a story without props or pictures, eg in an assembly
- Be able to follow a simple story without pictures of props

### Understanding

- Carry out instructions with several steps in sequence

### Speaking

- Recount experiences and imagine possibilities when connecting ideas
- Use a range of vocabulary in imaginative ways to add information, express ideas or justify actions

Key Skills for Ash Class

Summer Term 2nd Half