

## Growing Theme Overview

Phonics	Maths - number	Maths - other areas	PE
<ul style="list-style-type: none"> <li>* revising set 1 special friends (sh, th, ch, qu, ng, nk)</li> <li>* remembering to hold a pencil correctly</li> <li>* writing the 25 single letter sounds correctly and learning to write the capital letters</li> <li>* learning to read 3 sound words speedily</li> <li>* learning to blend, read and write 4 and 5 sound words e.g. slip, band, frost</li> <li>* learning to write a sentence using a capital letter, finger spaces and a full stop</li> </ul>	<ul style="list-style-type: none"> <li>* revising reading and writing numbers to 10</li> <li>* developing a deeper understanding of numbers 8 to 10</li> <li>* partitioning to 10 in different ways</li> <li>* beginning to learn number facts for each number e.g. <math>4+4=8</math>, <math>10-5=5</math></li> <li>* knowing 1 more and 1 less than numbers to 10</li> <li>* understanding how numbers are made up of smaller numbers (composition), representing this with objects, cubes, counters and bars</li> <li>* understanding addition and subtraction in the context of the composition of number e.g. <math>2 + 2 = 4</math>, <math>3 + 1 = 4</math></li> </ul>	<ul style="list-style-type: none"> <li>* creating and describing more complex patterns (ABBABB or ABCABC)</li> <li>* identifying the pattern of odd and even numbers</li> <li>* sharing practical objects equally between people</li> <li>* learning to describe and talk about directions (in relation to a map)</li> <li>* measuring height using cubes (non standard units) and centimetres</li> </ul>	<p>Fourth rotation of 5 key areas:</p> <ul style="list-style-type: none"> <li>* developmental movement - changing direction</li> <li>* dance - 'roots and shoots'</li> <li>* movement - animals and their babies</li> <li>* gymnastics - combining movements</li> <li>* ball skills - kicking</li> </ul>
Speaking and listening	Personal and social	Theme	Talk through stories
<ul style="list-style-type: none"> <li>* learning to listen whilst on a trip</li> <li>* learning to describe what they can see in more detail / multiple sentences</li> <li>* learning new vocabulary</li> <li>* using new vocabulary throughout the day</li> <li>* asking questions to find out more</li> <li>* learning to answer in longer, more detailed sentences</li> <li>* learning to compare similarities and differences</li> <li>* continuing to have a conversation</li> </ul>	<ul style="list-style-type: none"> <li>* following the rules and expectations including when on a trip</li> <li>* explaining the reasons for rules and expectations</li> <li>* continuing to be independent (hygiene, dressing, eating)</li> <li>* continuing to solve problems without adult help</li> <li>* continuing to work together to achieve a goal</li> <li>* learning to identify and manage risks</li> </ul>	<ul style="list-style-type: none"> <li>* learning what a plant needs to grow successfully</li> <li>* naming and comparing different plants</li> <li>* learning how to read simple maps</li> <li>* learning to observe living things and notice details</li> <li>* learning how to treat living creatures</li> <li>* learning how to draw from observation</li> <li>* learning about the paintings of</li> </ul>	<p>learning new vocabulary through story of the week</p> <ul style="list-style-type: none"> <li>-</li> <li>* Jasper's Beanstalk</li> <li>* Jack and the Beanstalk</li> <li>* The Little Red Hen</li> <li>* Mary, Mary quite contrary</li> <li>* From chick to chicken (non-fiction)</li> </ul> <p>(see separate breakdown of vocabulary)</p>
Concept Cat words			
top, enough, both, little, near, soft, last, dry most, lots, night, large, whole, less, front, thin, bendy, back, thick smooth narrow			