

Cognition and Numeracy

Number/ Place Value -

To listen to and join in with number stories and rhymes (Band 5)

To say numbers in order from 1-10(Band 5)

I know that I can count claps and jumps as well as things like apples, buses and dinosaurs

They can match the numbers 0-9 to groups of objects.

Children can count out a specified number of objects from a larger group.

To count an irregular arrangement of up to 10 objects. (Band 6)

To write numbers from 1-5 (Band 7)

To recognise, understand and use mathematical symbols in their work including: +, -, = (Band 7)

To find the 'total' by adding two sets of objects. (Band 7)

To match numbers to 20. (Band 7)

To count forwards and backwards to 20. (Band 7)

To count objects to 20 independently and consistently. (Band 7)

To identify 1 more when given a number [up to 20] (Band 7)

To identify 1 less when given a number [up to 20] (Band 7)

To represent objects (NCYr1)

To use a number line (NCYr1)

Recognise the place value of each digit in a 2-digit number (tens, ones)

Children can count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number. (Band 7)

To recognise 10s & 1s (NCYr2)

To count objects to 100 by making 10s (NCYr2)

To use a place value chart(NCYr2)

To partition numbers to 100(NCYr2)

To write numbers to 100 in words(NCYr2)

Computing -

To develop an understanding of how we communicate using technology.(Band 4)

To use the camera on the iPad (Band 5)

To recognise basic parts of a keyboard e.g. spacebar, numbers and letters

To gain confidence and independence through using the iPad and computer independently (Band 6)

To recognise that it is not safe to communicate with people they do not know.

To recognise that strangers can be online too.

To use the keyboard to type sentences, numbers or known words. (Band 7)

PSHE

Making Relationships

[PSHE KS1 / KS2: Copy Me | Moodboosters - BBC Teach](#)

All About Me - What makes me happy? Sad?

Make a class agreement - what is important to us all in terms of behaviour?

To watch what other children are doing before I join in with them. (Band 4)

Accept the needs of others, take turns and share resources (Band 5)

To demonstrate friendly behaviour (Band 5)

To be able to initiate conversations and form good relationships with peers and familiar adults. (Band 5)

To help my friends to be friends again when they fall out or are cross with each other.

To know what steps, I can take to help other children to resolve conflict

I can show sensitivity to others' feelings (Band 6)

Talk about how they form positive relationships with other children (Band7)

Recognise that if you work cooperatively as a team you can reach group goals (Band 7)

Independence & Life Skills

Identifies that some familiar foods are healthy

Recognise that some people may not be able to eat certain foods because they will make them ill (allergies). (Band6)

Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health (Band7)

British values - individual liberty, respect, democracy and rule of law

Rights Respecting schools - pupil voice

Shape, space and measure -

They can name basic 2 D shapes including a circle, square, triangle.(band 4)

They begin to draw simple shapes.(Band 5)

Children can describe 2D shapes by using the number of sides and corners and properties e.g. round or square.

Children can consistently name common 2D and 3D shapes. (Band 6)

Children can recognise common 2D shapes in everyday objects.

They can recognise common 3D shapes in everyday objects.

Recognise and name common 2-D shapes, including: rectangles, squares, circles, triangles, hexagons, pentagons (Band 7)

Recognise and name common 3-D shapes, including: cuboids, cubes, pyramids and spheres

To draw 2d shapes (NC Yr2)

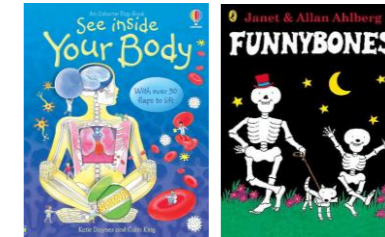
To find lines of symmetry in a 2D shape (NC Yr2)

To sort 2D shapes (NC Yr2)

Sparrow Medium Term Plan

Autumn Term 2024

Good To Be Me!



Communication and Literacy

Reading -

Share a book on a 1:1 with an adult for 5 minutes (Band 4)

Has some favourite stories, rhymes, songs, poems or jingles and enjoys listening to these several times

Pupils develop their understanding of phase 2 phonics

To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme (Band 5)

Recognises that stories have beginnings and endings and will sometimes guess how the story will end

Recognises some tricky words and familiar names (Band 6)

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Band 7)

Children use their phonic knowledge and skills to decode words

To identify characters in a story

To relate stories to my own experiences

Physical Development

Pupil can roll a ball along the floor towards a target - with support they may hit the target (Band 4)
Pupil can catch larger objects
Pupil can stop a ball travelling towards them (Band 6)
Pupil can catch various balls (of different sizes) whilst playing games

Stop a football travelling towards them using more than one part of their foot (instep, outstep, sole or laces). (Band 7)

Run at different speeds, change direction and may begin to use space in a game.

Aim and use rolling skills confidently in a game.

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC1)

Swimming

Move through the water on the front or back for 5 metres with a floatation aid. (Band 3)

Enter the water using an appropriate method

Push a toy around the pool (band 4)

Move limbs in response to the actions of an adult or swim 5 metres on the back, stand up or adopt a safe position at poolside

Push a toy towards an adult or peer or push and glide on the front (Band 5)

Move across the pool using arms or swim 5 metres on the front, roll onto the back and swim a further 5 metres (Band 6)

Swim across the pool on the front using any style for 20 metres (Band 7)

Speaking and listening -

They can use single words, signs and symbols to communicate. This can include requesting or name a familiar object, continuing or ending an activity, greeting, or commenting on something they see. (Band 3)

Children begin to use verbs at a one key word level of understanding.

Children can communicate confidently using up to 3 key words, signs or symbols. (Band 4)

Children can ask simple questions to obtain information e.g. 'Where's the cat?', 'Who is that?'

Children can ask and answer "when?" questions. (Band 5)

Children develop social interaction and play skills.

-They can maintain a short conversation.

-They can talk about what they are doing.

Children build upon their vocabulary that reflects the breadth of their experiences. (Band 6)

They can describe how they are feeling.

Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level

They can communicate with a range of listeners. (Band 7)

Children demonstrate 2 channelled attention consistently as and when required.

Children can consistently understand 3-part instructions

Writing -

Hold a writing implement with increasing control (Band 3)

Copies letters or words from the environment (Band 4)

Copies underneath from left to right

With assistance produces captions for pictures

To leave spaces between groups of letters/symbols. (Band 5)

To attempt to write other words other than my name.

To use letter sound knowledge in writing. (Band 6)

To use some recognisable words in their writing.

To compose a simple sentence with adult support.

To re-read what they have written to check that it makes sense. (Band 7)

To use adjectives to describe.

To punctuate sentences using a full stop and a capital letter.

To use a capital letter for peoples names

Stories being used:

Marvellous Me!

Super Duper You

Funnybones

See Inside Your Body

Non - Fiction Texts about the
body & Bones

Five Minutes Peace

Expressive Arts

Music -

Explores objects by linking together different approaches: shaking, hitting, pulling, turning (Band 3)

Show an interest in playing with sounds, songs and rhymes (Band 4)

Creates movement in response to music (Band 5)

Explore and learn how sounds can be changed - beaters, hand, finger on a drum for example

To identify long, short, high and low sounds (Band 6)

Listen to a recording of themselves/peers with interest (Band 6)

Clap/ play a given rhythm (Band 6)

DT -

Children identify that food and water helps run their body.(Band 5)

Children can identify different fruits and vegetables.(Band 6)

Children recognise that a balanced diet helps us to remain healthy.(Band 7)

Art -

Mixes different paint colours and observes the change (Band 4) Selects colour with purpose (Band 4)

Represents a person, story or event artistically (Band 6)

Develops fine motor skills to use a range of tools competently and confidently.

To begin to draw to represent a face (Band 6)

Draws using circular or horizontal strokes (Band 4)

Represents a person, story or event artistically (Band 7)

To finish a piece of work following different stages.(Band 7)

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC1)

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC1)

Knowledge and Understanding of the World

Humanities - History Focus

Bonfire Night - Who is Guy Fawkes and what is he famous for? Why do we celebrate bonfire night? What are the traditions? Make chocolate apples / tiffin

To name and describe people who are familiar to them (Band 6)

To show curiosity about the past and identify same/different between now and then

To talk about the lives of the people around them and their roles in society.

To understand how they have changed from baby to child

To show some understanding of chronological awareness

To understand some of the ways in which we find out about the past and identify different ways in which it is represented. (Band 7)

To understand historical concepts, such as historical significance.

To choose and use parts of stories and other sources to show that they know and understand key features of events.

Joins in simple celebrations linked to Christianity (Band 4)

Understand the effect of changing seasons on the natural world around them (Band 5)

To join in with routines, like going shopping and times that are special to the child and their family like birthdays.

Science -

To point to the main features on their face and body when asked. (Band 3)

To name the main parts of a human body.

To talk about how I am the same and different from other people, based on my familiar experiences, such as what I like to eat or what clothes I wear. (Band 4)

To list the five senses and locate the body part that relates to each one (Band 6)

To identify the key differences between themselves and other animals (Band 6)

To recognise and be aware of internal parts of the body (Band 6)

To talk about how different parts of their body are moving for example, their knee or elbow can bend.

To list what humans & animals need to live; food, water, air, shelter (Band 7)

To describe the importance of a balanced diet (Band 7)

To understand the importance of hygiene (Band 7)

To identify name, draw and label the basic parts of the body & say which part is associated with each sense (NC Yr1)

To describe the importance for humans of exercise, eating the right amounts of different types of food & hygiene. (NC Yr2)

To identify that humans & some other animals have skeletons & muscles for support, protection and movement (NC Yr3)

To talk about the temperatures they would expect to experience in different seasons. (Band 6)

To understand the effect of changing seasons on the natural world around them

To recognise that some plants are fruits/vegetables and where they come from [not a shop] (Band 5)

RE

Recognise some special people linked to a range of different religions - e.g. Rama and Sita as art of the Diwali story (Band 7)

Recognise times that are special in the Christian calendar (Band 6)

Recognise some simple stories from different religions

Enrichment outings:

Forest

Going on local transport and buying tickets

Cafes, shops, community visits

Exchanging money for items

Finding items in a shop from a list

Visit Ash Farm- Pumpkin Picking

Cinema or theatre visit

Further Learning

Opportunities:

Cooking room

Sensory room

Soft play

Forest

Celebrations:

Macmillan coffee morning
World mental health day
Show Racism the red card
Harvest
Diwali
Halloween 31/10
Bonfire Night
Christmas