

Oak Class LTP 2019-2020

| | Subject | Objectives |
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| Autumn-all about me | Personal, social and emotional - ongoing initiating play in a group, taking turns, sharing and respecting property. | <p>What do we know about ourselves?</p> <ul style="list-style-type: none"> To be aware of own feelings, and knows that some actions and words can hurt others' feelings. To adapt behaviour to different events, social situations and changes in routine. To play in a group, extending and elaborating play ideas. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Is confident to talk to other children when playing, and will communicate freely about own home and community. Is confident to ask adults for help. To describe themselves. <p>To talk about their family.</p> |
| | Communication and language | <ul style="list-style-type: none"> To follow directions (if not intently focused on own choice of activity). To listen to others in one to one or small groups, when conversation interests them. Play listening games. Reading stories and rhymes. Practise stopping and listening. Begins to understand how and why questions. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Reflect upon our learning through play - what have you been doing? Reflect upon this. Use photographs of activities to reinforce (e.g. what to do at snack time). To retell a simple past event in the correct order. Opportunities to question why things happen - what is a question. To use language in play situations - provide lots of opportunities to role recreate roles and role play. To discuss homework each week when they bring it in - talking in front of a group. Give lots of opportunities to discuss with a peer or give opinions and ideas to the class. Helicopter stories. |
| | Physical development - ongoing fine and gross motor skills | <ul style="list-style-type: none"> To move freely and with pleasure and confidence in a range of ways (e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping). To run skilfully and to negotiate space successfully, adjusting speed or direction to avoid obstacles. To catch a large ball. To draw lines and circles using gross motor movements. |

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| | | <ul style="list-style-type: none"> To use one handed tools and equipment (e.g. makes snips in paper with child scissors). To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To write their name. To begin to form recognisable letters. To show a preference for a dominant hand. To use music of different styles and cultures to create moves and talk about how people move when they are sad, happy or cross. To motivate children to be active through games. To learn how to use equipment safely (e.g. scissors). To observe the effects of activity on their bodies. To understand that equipment and tools have to be used safely. To stay dry and clean during the day. To eat a healthy range of foodstuffs and understand the need for variety in food. Managing washing and drying hands. Handling tools and equipment. Movement and sense of space. <p>Travels in a range of ways.</p> |
| | Literacy | <ul style="list-style-type: none"> To know that information can be relayed in the form of print. To continue a rhyming string. To hear the initial sound in words. To segment the sounds in simple words and blend them together. To sometimes give meaning to marks they draw and paint. To ascribe meanings to marks that they see in different places. To form some letters correctly. To write own name and other things such as labels, captions. To begin to form simple sentences (HA). To develop fine motor skills - lots of funky finger activities. To develop mark making. Dough disco. <p>Squiggle while you wiggle.</p> |
| | Mathematics | <ul style="list-style-type: none"> To recognise some numerals of personal significance. To recognise numerals 1-5. To count up to 3 or 4 objects by saying one number name for each item. To count actions or objects which cannot be moved. To select the correct numeral to represent 1 to 5 objects. Counts an irregular arrangement of up to 5 objects. To begin to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. To use familiar objects and common shapes to create and recreate patterns and build models. To begin to use everyday language related to money. |

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| | | <ul style="list-style-type: none"> To use the language of 'more; and 'fewer' to compare two sets of objects. To find the total number of items in two groups by counting all of them. To say the number that is one more than a given number. Finds one more and one less from a group of up to 5 objects. <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> |
| | Understanding the world | <ul style="list-style-type: none"> To show an interest in the lives of people who are familiar to them. To remember and talk about significant events in their own lives. To talk about their birthday and understand that people celebrate in different ways. To recognise and describe special times or events for family or friends. To know some of the things that make them unique. To talk about their feelings and why they respond in particular ways. To comment and ask questions about aspects of their familiar world, such as the place they live or the natural world. To look closely at similarities and differences between themselves and their friends. How they celebrate and family routines. To operate simple equipment e.g. turns on a CD player or operates a remote control. Knows that information can be retrieved from computers. <p>Can use a simple program on a computer.</p> |
| | Expressive arts and design | <ul style="list-style-type: none"> To build a repertoire of songs and dances. To use instruments to explore different sounds. To explore what happens when they mix colours. To construct with a purpose in mind. to create movements in response to music. To use movement to express feelings. To build up stories around toys. To create simple representations of events, people and objects. To choose particular colours to use for a purpose. Singing familiar nursery rhymes and songs. <p>Christmas nativity practise.</p> |
| | Personal, Social and emotional - ongoing initiating play in a group, taking turns, sharing and respecting property. | <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflict with other children e.g. finding a compromise. Can take turns with other children. Can describe self in positive terms and talk about abilities. What are we good at? What could we do better? To say what activities they enjoy most and why. What they do not enjoy as much. To understand that own actions affect other people. |

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| | | <ul style="list-style-type: none"> • Is aware of behavioural expectations. • To talk about how they and other people show feelings. • How do you feel? When do you feel like that? • Respecting others. • Resolving conflicts. |
| | Communication and Language | <ul style="list-style-type: none"> • Speaking and listening - modelling language. • Helicopter stories - some children beginning to write parts of their story. • To maintain attention, concentrates and sits quietly during appropriate activity. • To anticipate key events in stories. • To respond to instructions involving a two-part sequence. • Is able to follow a story without pictures or props. • To listen and respond to ideas expressed by others in conversation or discussion. • Introduces a narrative or storyline into their play. • To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. |
| | Physical Development - ongoing fine and gross motor skills. | <ul style="list-style-type: none"> • To experiment with different ways of moving. • To jump of an object and land appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Using equipment and movement. • Making healthy choices. • Health and body awareness and movement. • To know the importance for good health of physical exercise and a healthy diet. |
| | Literacy | <ul style="list-style-type: none"> • To hear and say the initial sounds in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • To give meanings to marks as they draw, write and paint. • To write words phonetically. • To write known tricky words. • To attempt to write short sentences in meaningful contexts. |
| | Mathematics | <ul style="list-style-type: none"> • To recognise numerals 1 to 10. • To count out up to 10 objects from a larger group. • To count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 10 objects. • Counts objects to 10. |

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| Sums | | <ul style="list-style-type: none"> Counts an irregular arrangement of up to 10 objects. Orders two or three items by length or height. Orders two items by weight or capacity. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 10 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them. Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. To select a particular named shape. To use familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. |
| | Understanding the world | <ul style="list-style-type: none"> To join in with family customs and routines. To talk about past and present events in their own lives and the lives of family members. To know that other children don't always enjoy the same things. What transport could we use to get to different places? Places around the local area, Britain and the world, timetables, passports. What makes it move? Where do different animals live? Why do people like different animals? What is similar/different between animals and people? Beebots. Complete a simple programme on a computer. |
| | Expressive arts and design | <ul style="list-style-type: none"> Singing familiar nursery rhymes and songs. What different sounds do instruments make? To construct with a purpose in mind. To select appropriate resources. To play alongside other children who are engaged in the same theme. To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
| | Personal social and emotional - ongoing initiating play in a group, | <ul style="list-style-type: none"> Self-confidence - what makes you unique? What are you good at? To play co-operatively and to take turns. To listen to other children's ideas. To show sensitivity to others' needs and feelings. To try new activities. |

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| taking turns, sharing and respecting property. | <ul style="list-style-type: none"> To confidently speak in a familiar group. To say when they do or do not need help. To talk about how they show feelings and how others show feelings. To work as part of a group co-operatively. |
| Communication and language | <ul style="list-style-type: none"> Speaking and listening - modelling language. Helicopter stories - children helping to write. To listen to stories, anticipating key events. To follow instructions involving several ideas or actions. To answer how and why questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. To develop their own narratives and explanations by connecting ideas or events. |
| Physical Development - ongoing fine and gross motor skills | <ul style="list-style-type: none"> To handle equipment with increasing control. To follow rules in team games and dance. To show good control and co-ordination in large and small movements. To handle tools and equipment effectively, including for writing. To manage their own basic hygiene and personal needs successfully. To know the importance for good health of physical exercise and a healthy diet. |
| Literacy | <ul style="list-style-type: none"> Blending and segmenting words. Writing simple sentences. Story writing. To read and understand simple sentences. To read some irregular common words. To use phonic knowledge to decode regular words. To write simple sentences - using phonetical knowledge. |
| Mathematics | <ul style="list-style-type: none"> To recognise numerals 1-20. To count out up to 20 objects from a larger group. To count actions or objects which cannot be moved. To select the correct numeral to represent 1 to 20 objects. Counts objects to 20. To count an irregular arrangement of up to 20 objects. To use the language of 'more' and 'fewer' to compare two sets of objects. To find the total number of items in two groups by counting all of them. To say the number that is one more than a given number. To find one more or one less from a group of up to 20 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them. |

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| | | <ul style="list-style-type: none"> • In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. • Can describe their relative position such as 'behind' or 'next to'. |
| | Understanding the world | <ul style="list-style-type: none"> • Growing - what does a plant need to survive? • To know similarities and differences between living things. • To observe plants. • To know that technology is used in a range of places. • To select and use technology for particular purposes. |
| | Expressive arts and design | <ul style="list-style-type: none"> • Yoga • Composing music for movement • How sounds can be used to create moods. • Dance • To express feelings and ideas through expressive arts. • To plan and create models based on ideas. |