

**CRAYKE**

CHURCH OF ENGLAND PRIMARY SCHOOL

Respect | Friendship | Forgiveness | Determination

*"Follow your pathway and we grow together with confidence"*

## Curriculum Map for Apple Class

### Term 1 – Autumn 1

To join in with rhymes. To listen and enjoy stories. To discriminate environmental sounds. To write their name. To identify matching pairs. To sort objects and make rules for these. To talk about and explore measures and patterns. To begin to safely use tools. To use a pencil with a comfortable grip for them. To talk about my family and friends. To talk about my feelings. To sit on the carpet when asked and begin to pay attention for short periods of time.

### Term 2 – Autumn 2

To answer questions and discuss books. To hear initial sounds. To blend some simple words when segmented orally to them. To write some recognisable letters. To count, subitise, find and explore 1, 2, 3, 4 and 5. To name, identify and explore shapes. To experiment moving in different ways. To develop balance and control. To recount events that have happened. To identify and name my emotions. To build new friendships. To listen more during carpet time and when being spoken to. To follow simple instructions. To have conversations with peers.

### Term 4 – Spring 2

To use vocabulary from stories I have heard. To sequence a story. To know the graphemes taught. To build on writing CVC and CVCC words. To explore 3D shapes and patterns. To negotiate space and adjust speed and direction. To develop scissor control. To discuss the human body and the parts of the body (inside and out). To have a trusted adult who I will go to when upset. To talk about my likes and dislikes. To develop in independence. To ask questions to clarify their understanding. To speak in well-formed sentences.

### Term 3 – Spring 1

To know key parts of a favourite book by memory. To make predictions about a book. To blend CVC words. To record CVC words. To explore numbers to 5 – subitising, one more and one less and composition (number bonds) and then expanding this to 8. To explore mass and capacity and length, height and time. To continue to develop body strength, balance and coordination. To name and identify seasons. To explore the outside world. To know some ways to support myself when feeling upset. To show a good level of concentration and attention. To take turns when speaking and show an understanding.

### Term 5 – Summer 1

To make reasonable suggestions about a text using 'because' to justify my reasoning. To recall rhymes and stories with actions. To read simple sentences within their phonetic knowledge. To write simple captions. To build knowledge of numbers to 20 and beyond. To explore addition and subtraction using first, then and now. To develop more control with a ball. To use equipment safely around others. To confidently run, jump, balance, dance etc. To use a tripod grip when holding a pencil. To name parts of a plant. To share, take turns and reason. To show a confidence in trying new things. To continue to develop their listening and attention skills. To follow instructions.

### Term 6 – Summer 2

To converse about books talking about likes, dislikes and the vocabulary used. To re-read their writing to check it makes sense. To read Phase 2, 3 and some 4 tricky words. To write short sentences, may use capital letters, finger spaces and full stops. To explore shape arrangements and name 2D and 3D shapes. To share and group amounts. To explore odd and even numbers. To explore repeating patterns. To negotiate space effectively with good balance and coordination. To name and compare animals. To reason and find resolutions with peers. To show good listening and attention skills.