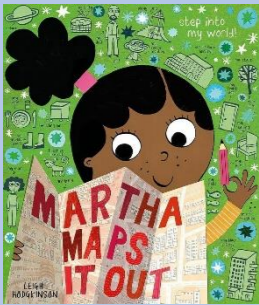
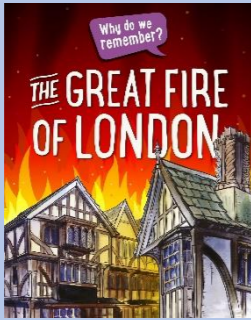
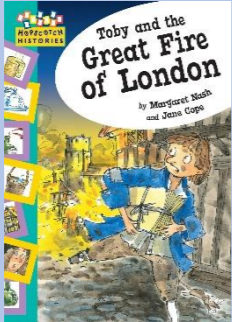

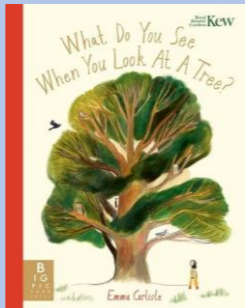



Base 2 Spring

Key Knowledge	Future Learning Links
<ul style="list-style-type: none"> <li>✓ Know, repeat and use actions, words or phrases from key texts.</li> <li>✓ Know vocabulary from key texts and use in play and free speech</li> <li>✓ Know key facts about Christmas</li> <li>✓ Recognise and name some secondary colours</li> <li>✓ Know that mixing two primary colours together makes a secondary colour</li> <li>✓ Know that there are different types of weather and what typical Autumn weather is like</li> <li>✓ Know that people have different jobs and be able to name some</li> </ul>	<ul style="list-style-type: none"> <li>✓ Maps in Base 3</li> <li>✓ RE links to Christmas and Christianity throughout Base 3</li> <li>✓ Links to plants in Base 3</li> </ul>

Key Texts				Writing	Mathematics
	 		 	<p>Pupil can write own name and other words from memory.</p> <p>Pupil uses appropriate upper and lower case letters when writing their name.</p> <p>Pupil can compose a simple sentence orally.</p> <p>Pupil can relate what own writing 'says'.</p> <p>Pupil can use some appropriate vocabulary when composing sentences.</p> <p>Pupil is able to orally segment words.</p> <p>Pupil uses phonic knowledge to attempt to write simple CVC words.</p> <p>Emergent/unaided writing may illustrate the ability to orally segment words.</p> <p>Pupil can retell events in sequence, e.g. recounting trip to the seaside using photographs as support.</p> <p>Pupil is able to form recognisable letters, some of which are correctly formed.</p> <p>Pupil can compose a short sentence (with support from an adult) and communicate it orally, or using the pupil's usual method of communication.</p> <p>Pupil can use finger spaces between words with support from an adult (e.g. reminding the pupil to do this).</p>	<p>Pupil can rote count to beyond ten, e.g. 11, 12.</p> <p>Pupil can use the vocabulary of first, second, third and last when describing the position of people or objects or the order of events</p> <p>Pupil can count up to ten objects reliably when randomly placed on the table, e.g. pupil orders objects to count.</p> <p>Pupil can recognise numerals 1 to 9 when represented in order and randomly.</p> <p>Pupil can estimate a small number, e.g. 1, 2 or 3 and check by counting.</p> <p>Pupil can continue the rote count onwards from a given small number.</p> <p>Pupil can use ordinal numbers (1st, 2nd or 3rd) when describing the position of objects, people or events.</p> <p>Pupil can in practical situations add one to and take one away from a number of objects (up to 10) then say or sign how many there are now.</p> <p>Pupil can recognise numerals 1 to 9 and relate each numeral to the correct quantity, understanding that numeral always represents that quantity.</p> <p>Pupil can compare two given numbers of objects saying which is more and which is less.</p> <p>Pupil compares two objects directly side by side using a common baseline and indicates which is 'longer' or 'taller'.</p> <p>Pupil responds to mathematical vocabulary, such as 'straight', 'circle', 'larger', to describe the shape and size of shapes, e.g. identifies the circles or triangles from a collection of mixed shapes. Identifies larger circle from a choice of two circles.</p> <p>Pupil identifies specific shapes from pictures, simple models or patterns and can identify some of the shapes used within the whole, e.g. circles.</p> <p>Pupil recognises structure in their day through ordering significant events, e.g. First: dinnertime; then: play-time or leisure; next: swimming; finish: home-time.</p> <p>Pupil begins to use 'o'clock'.</p> <p>Pupil begins to understand and use in practical contexts names of days of the week, e.g. 'today', swimming on Tuesday; lie-in on Sunday; football on Saturday.</p>
<ul style="list-style-type: none"> <li>• Maps</li> <li>• Space</li> <li>• Community</li> <li>• Dreams</li> <li>• Creativity.</li> <li>• Learning</li> <li>• Optimism</li> <li>• Create</li> <li>• Draw</li> <li>• Move</li> <li>• Find</li> <li>• Up</li> <li>• Down</li> <li>• Behind</li> <li>• Further</li> <li>• Closer</li> </ul>	<ul style="list-style-type: none"> <li>• Fire</li> <li>• London</li> <li>• 1666</li> <li>• Pudding Lane</li> <li>• Thomas Farriner</li> <li>• Bakery</li> <li>• Samuel Pepys</li> <li>• Diary</li> <li>• Destruction</li> <li>• Rebuilding</li> <li>• Wooden houses</li> <li>• Flames</li> <li>• Wind</li> <li>• Thames River</li> <li>• Building</li> </ul>	<ul style="list-style-type: none"> <li>• Monarch</li> <li>• Crown</li> <li>• Throne.</li> <li>• Coronation</li> <li>• Reign</li> <li>• Important</li> <li>• Duties</li> <li>• Palace</li> <li>• Tradition</li> <li>• Service</li> <li>• Ruler</li> <li>• Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Tree</li> <li>• Branches</li> <li>• Leaves</li> <li>• Roots</li> <li>• Seasons</li> <li>• Nature</li> <li>• Forest</li> <li>• Habitat</li> <li>• Animals</li> <li>• Twigs</li> <li>• Living thing</li> <li>• Breathes</li> <li>• Dances</li> <li>• Environment</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Firefly</li> <li>• Galaxy</li> <li>• Nightfall</li> <li>• Mars</li> <li>• Owl</li> <li>• Hoot</li> <li>• Summer</li> <li>• Collage</li> <li>• Insects</li> <li>• Habitat</li> <li>• Nature</li> </ul>	<p style="text-align: center;"><b>Communication and Language</b></p> <p>Pupil uses an expanding range of preposition vocabulary e.g. <i>in front, behind, next to</i></p> <p>Pupil expresses early quantity concepts e.g. <i>lots</i></p> <p>Pupil is beginning to expand the range of emotion vocabulary e.g. <i>angry, scared, worried</i></p> <p>Pupil uses early maths concept language e.g. <i>long, short, many, few</i></p> <p>Pupil uses early sequential vocabulary e.g. <i>I want to be first</i></p> <p>Pupil can practically sort familiar objects into simple and familiar categories using appropriate vocabulary e.g. <i>Animals or food</i></p> <p>Pupil uses regular superlative endings and may generalise these for irregular superlatives e.g. <i>biggest, loudest, baddest, bestest,</i></p> <p>Pupil is starting to use personal possessive pronouns more accurately e.g. <i>his/hers/their</i></p> <p>Pupil engages in conversation within a group</p> <p>Pupil requires adult support and modelling to resolve conflict</p> <p>Pupil recognises the need for help and asks for this appropriately, E.g. <i>asks for help to fasten coat.</i></p> <p>Pupil begins to negotiate with others in a variety of situations.</p> <p>Pupil initiates conversations and attends to what others say with both peers and adults.</p> <p>Pupil is beginning to be aware of voice and modifies volume of voice appropriately to the context – with adult support</p> <p>Pupil shows an awareness of pitch, although this might not always be appropriate e.g. <i>silly squeaky voice</i></p>	<p style="text-align: center;"><b>Reading</b></p> <p>Pupil understands that words, signs, symbols and pictures convey meaning, e.g. <i>points to and reads labels in classroom.</i></p> <p>Pupil recognises a range of grapheme/phoneme correspondences.</p> <p>Pupil associates sounds with patterns in rhymes and syllables, e.g. <i>identifies odd one out in 'cat, rat, fat, dog.'</i></p> <p>Pupil blends and reads a greater number of CV and CVC words, sometimes in simple sentences.</p> <p>Pupil enjoys and participates in story retelling, poems, rhymes and singing games.</p> <p>Pupil retells narrative in the correct sequence, drawing on the language patterns of stories, e.g. <i>trip trap trip trap over the bridge he went.</i></p> <p>Pupil interprets the meaning of pictures and can deduce a storyline from illustrations.</p> <p>Pupil makes predictions based on illustration, story content and title, e.g. using picture and title on front cover to predict that a book will be about trains.</p> <p>Pupil associates books and reading with pleasure and interest and sometimes browses independently.</p> <p>Pupil responds to stories or poems, with relevant comments, questions or actions, e.g. ordering events in a text using pictures/selecting objects to represent the beginning, middle end.</p> <p>Pupil distinguishes between words and letters.</p>

			<ul style="list-style-type: none"> <li>Exploration</li> </ul>	<p>Pupil may express control of extreme emotion e.g. <i>anger, excitement through facial expression and body language whilst moderating behaviour.</i> e.g. <i>stopping shouting but sitting with an angry face</i></p> <p>Pupil recognises and responds to the order within a group when taking turns with minimal prompts.</p> <p>Pupil can sustain attention more consistently in familiar situations e.g. with familiar adults or locations by looking at the person talking and demonstrating appropriate responses</p> <p>Pupil is able to sit quietly during an appropriate activity such as story time/whole class input (e.g. for 5-10 minutes)</p> <p>Pupil can listen and effortlessly shift attention from an activity to a familiar adult following a verbal/sound prompt e.g. whilst focusing on a task, pupil can shift attention to an adult asking a question and then go back to the task</p> <p>Early abstract conceptual development – Pupil understands basic temporal adverbs e.g. before, after, next, finally, today</p> <p>Pupil can transfer the concept of 'more' meaning extra to 'more' mathematically e.g. one more than...</p> <p>Pupil follows a range of instructions combining 3 elements within a whole class structure, e.g. 'Get an apron, a brush and mix the paint.'</p> <p>Pupil can understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts within a structured teaching activity 1-1 or paired</p> <p>Pupil can respond appropriately to questions about when?, e.g. When do you eat breakfast? When do you brush your teeth? (experiences and simple times of day)</p> <p>Pupil can sort objects and pictures into given sub-categories e.g. sorting transport pictures into land, sea and sky</p> <p>Pupil listens to stories attentively for longer periods of time and can demonstrate understanding during role play which he/she takes part in with confidence.</p> <p>Pupil continues to engage with and participate in familiar stories, rhymes and songs, changing elements e.g. Twinkle twinkle little star, Batman has a purple car</p> <p>Pupil can hear and identify alliteration</p> <p>Pupil begins to tap out words according to the number of syllables following an adult model</p>	<p>Pupil begins to make 1:1 correspondence.</p> <p>Pupil shows understanding of how information texts can be used to answer questions.</p>
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**Key Learning Opportunities – wider curriculum**

Science	Geography	History	RE	Art	DT	PSHE	PE	Computing	Music
<p><u>Spring 1 – Animals including humans</u> I know that different animals eat different things. I know that some animals stay awake at night and others sleep during the night.</p> <p><u>Spring 2 – Plants</u> I can tell you some parts of a plant (e.g. roots, leaves, flower, stem). I know that plants need sunlight to grow.</p>	<p><u>Spring 1 – Study of an island, Locational Knowledge / Physical Features</u> I know that the England is an island. I know that an island is a piece of land surrounded by water.</p>	<p><u>Spring 2 – The monarchy, changes over time, significant individual</u> I know that King Charles is the king. I know that Queen Elizabeth was Queen before King Charles.</p>	<p><u>Spring 1 – Christianity - Jesus as a Friend</u> I can tell you how Jesus was a good friend.</p> <p><u>Spring 2 – Christianity Easter Palm Sunday</u> I know that Jesus died at Easter. I know that Jesus came back to life at Easter.</p>	<p><u>Spring 2 - Clay</u> I can create a model using clay.</p>	<p><u>Spring 2 - Design and evaluate a garden pot</u> I can choose materials that are appropriate to make a garden pot. I can tell you one thing that went well after creating my garden pot.</p>	<p><u>Spring 1 – Dreams and goals</u> I can tell you about a dream or goal I have. I can tell you about a step I am going to take to achieve the dream or goal.</p> <p><u>Spring 2 – Healthy me</u> I can tell you how to keep healthy. I understand why it is important to be healthy.</p>	<p><u>Fizzy Programme</u></p>	<p><u>Purple Mash - Mini Mash</u></p>	<p><u>Launchpad for Literacy</u></p>