



- **Article 28:** The child's right to education.
- **Article 29:** The goals to which a child's education should be directed, and the right of individual adults to establish and direct educational institutions

| Literacy and English | Numeracy and Maths |
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| <p>Listening and talking:</p> <ul style="list-style-type: none">• Participate in songs and rhymes. Identify which words rhyme and complete a missing rhyme.• Share a personal story. Speak clearly and answer any questions asked by their peers.• Choose a story to share with others - say why they like/dislike a story giving reasons for their opinions• Name a character in a story• Listen and respond properly to questions asked• Take part in group/pair conversations - speaking clearly using a wide range of words and phrases to support opinions <p>Reading</p> <ul style="list-style-type: none">• Predict what may happen in a story and explain reasons for this choice• Identify and use syllables in words• Begin to blend taught phonemes to make CVC words• Begin to recognise words in the environment• Select the letter for a spoken sound• Say the names and sounds of most lowercase letters• Answer literal questions about a text <p>Writing</p> <ul style="list-style-type: none">• Hold a pencil with a sufficient grip and pressure to make marks on paper.• Recognise, copy and continue patterns• Form lowercase letters properly.• Write their name using the correct formation of letters and a capital letter at the beginning• Use preformed letters to make words <p>Through Talk for Writing, children will retell a story and begin to create their own version of a story;</p> | <p>Estimating and Rounding:</p> <ul style="list-style-type: none">• Recognise the number in a group without counting• Estimating numbers in a group - then check by counting <p>Number:</p> <ul style="list-style-type: none">• Recognise regular and irregular dot patterns• Recognise numerals 0-20 and order these numbers forwards and backwards• Use 1-1 correspondence to count objects and know that the last number I say is the amount I have counted.• Children will understand the meaning of one more/one less• Use language of before/after/in-between• Identify a missing number• Introduction to addition <p>Shape</p> <ul style="list-style-type: none">• Sort shapes using a range of criteria• Describe the properties of 2D shapes and 3D objects <p>Pattern and relationships</p> <ul style="list-style-type: none">• Recognise, create and describe patterns using a range of media• Identify which part of the pattern is repeated• Identify, continue and create 2D shape patterns <p>Measurement</p> <ul style="list-style-type: none">• Explain why things need to be measured• Use appropriate language and tools to measure• Compare and describes different lengths, weights and heights |
| Expressive Arts | Health and Wellbeing |