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Headteacher: Mr Peter Allen

Topic Focus	'Heroes' and 'Once Upon a Time'
Area of Learning	Main Learning Focus
Communication and Language	<ul style="list-style-type: none"> Maintaining attention and sitting quietly during appropriate activity. Talking about story characters and settings. Listening and responding to ideas and questions. Adding extra information/ detail to spoken sentences e.g. I like...because... Joining in with repeated refrains and rhymes in stories. Following instructions involving several ideas or actions.
Literacy (Reading and Writing)	<ul style="list-style-type: none"> To write their name independently starting each letter in the correct place and orientation- name writing on faces for registration Focusing on the use of capital letters, finger spaces and full stops when writing short captions. Quick recognition of 'tricky' words- those words which are not phonetically decodable Write about familiar events with increasing independence- diary writing Hearing and identifying all sounds in small (CVC) words e.g. cat, dog. Spelling small (CVC) words by listening carefully for each sound and then writing it. Making a guess at a new word by looking at the first letter and looking at picture clues. Attempting to write more difficult words by listening for sounds e.g writing d, g, and n for dragon. Learning and applying in reading and writing digraphs and trigraphs e.g. oo (boot), ar (car) and igh (high).
Mathematical Development	<ul style="list-style-type: none"> Counting reliably to 10 and beyond. Select the correct numeral to represent groups of objects. Ordering items by length, height, weight and capacity. Uses the language of 'more' and 'fewer'. Finds the total number of items in two groups by counting all of them. Find one more and one less of a group of objects. In practical activities, using the vocabulary involved in addition and subtraction. Estimating and counting. Begin to use mathematical names for 3d shapes and correct vocabulary to describe. Making and continuing patterns with shapes. Use everyday language related to time e.g. today, yesterday, tomorrow, later, this afternoon etc... Comparing mass and capacity. Use the language first, next, after, last to sequence familiar events. Begin to record mathematical thinking using pictures, numerals and symbols
Physical Development	<ul style="list-style-type: none"> Holding a pencil with a tri-grip and forming letters correctly. Use language such as top to bottom, anticlockwise, capital letter, lower case letter, ascender, descender when focusing on handwriting and letter formation. Knowing what happens to our bodies when we do exercise. Throwing and catching a range of P.E. equipment, (quoits, bean bags and balls) including working with a partner. Being able to balance on different body parts with increased control. Pinching and moulding malleable materials (e.g. plasticine, dough or clay) to make models. To be able to use scissors safely and accurately e.g cutting along a line. Understand the importance of exercise, healthy eating, sleeping and hygiene. Begins to recognise and assess own risks. E.g when jumping, carrying things etc...
Personal Social and Emotional Development	<ul style="list-style-type: none"> Being more independent e.g. fastening coat, putting on own shoes and socks. Being confident to 'have a go' at new things and to work hard (being resilient). Cooperating and negotiating with friends. Thinking about things that he/she is good at. Continuing to practice our 6Rs - being resourceful i.e. to think of different ways to solve problems and being reflective – thinking about their learning and ways to improve.

Understanding the World	<ul style="list-style-type: none"> • Finding out about the different people in our community and everyday life who help us such as doctors, dentists, policeman/women, etc... • Investigating and commenting on aspects of their familiar world, such as the place where they live or the natural world. • Talks about why things happen and how things work. • Shows care and concern for living things in the environment. • Observing and predicting changes- seasonal, colour, etc... • Using programmable toys and new programs on the computer. • Identifying the five senses and making safe choices over which ones to use when investigating. • To know about what happens at a wedding and other religious celebrations such as Easter, Holi, Chinese New Year etc... • To talk about how a new baby is welcomed into different families.
Expressive Arts and Design	<ul style="list-style-type: none"> • Exploring the texture of paint e.g. mixing thick and thin paint. • Drawing and painting from observation. • Using a paintbrush to produce different techniques e.g. full twist, ducks foot and full circle. • Copying short rhythms and using percussion instruments to make a range of sounds. • Playing imaginatively, sometimes taking on a different character role. • Responding to music imaginatively and with simple sequences of movements. • Using glue and tape to join together different materials and learning how to make a strong join.
Characteristics of Effective Learning linked to 6 R's	<ul style="list-style-type: none"> • Resilience • Resourcefulness • Reflectiveness- thinking about how they might be able to do something differently or make changes to improve the outcome. • Responsibility • Reciprocity • Respect