

Autumn Term : Year R 2023/24

Autumn 1<sup>st</sup> half

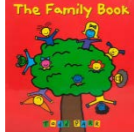
Autumn 2<sup>nd</sup> half


**People**

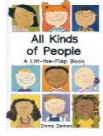
**On the Move**

Topic

*Key questions*  
Who is in my family? Who is in my class? Who can help me if I have a problem?

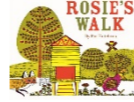
**All About Me**  
 *Hands-on experiences:* sharing family photographs, drawing family pictures.  
*Key vocabulary:* unique, family, different, same, love.


**My School Community**  
 *Hands-on experiences:* meeting key adults in school, making a class safety circle, having a tour of the school, electing School Council / Eco-Committee Reps.  
*Key vocabulary:* teacher, community, map, directions


**People Who Help Us**  
 *Hands-on experiences:* visit from a fire fighter/ ambulance or police officer, people who help us role play/ dressing up.  
*Key vocabulary:* care, emergency, fix, deliver, helpful.

**Celebration Focus:** Harvest Festivals, Black History Month  
**PSHE unit:** Beginning and Belonging; My Family and Friends (including anti-bullying)  
**PD:** Gym (Fun Shapes), Welly Wednesdays, Squiggle Whilst You Wriggle, Dough Disco  
**E-Safety:** *Privacy and Security* - Identify some simple examples of personal information (e.g. name, address, birthday, age, location) - Describe who would be trustworthy to share this information with

*Key questions*  
How do different people get around? How do you say hello? How do Christians celebrate Christmas?

**My Journeys**  
 *Hands-on experiences:* crossing the road safely, drawing maps of our journey to school, exploring different forms of transport.  
*Key vocabulary:* bicycle, scooter, bus, safely, vehicle

**Journeys around the World**  
 *Hands-on experiences:* making different vehicles by box modelling, learning about different countries and languages and experiences of our peers.  
*Key vocabulary:* language, country, island.

**Special Journeys**  
 *Hands-on experiences:* trip to Audley End, preparing nativity play, Christmas post office role play.  
*Key vocabulary:* coach, Christmas, believe, sleigh, decorations, celebration.

**Celebration Focus:** Bonfire Night, Diwali, Remembrance Day, Christmas, Hanukkah  
**PSHE unit:** Keeping Safe  
**PD:** Games (Fundamentals 1), Welly Wednesdays, Squiggle Whilst You Wriggle, Dough Disco  
**E-Safety:** *Online Reputation* - Identify ways that I can put information on the internet. *Online Bullying* - Describe ways that some people can be unkind online.

Phonics

*Little Wandle Letters and Sounds revised - Phase 2 Sets 1 – 5*

Week 1 – s,a,t,p  
Week 2 – l,n,m,d  
Week 3 – g,o,c,k - Tricky word - is  
Week 4 - ck,e,u,r - Tricky word – l  
Week 5 – h,b,f,l - Tricky word – the

- Give the sound when shown a grapheme
- Find any letter on display when given the phoneme
- Orally blend/segment CVC words
- Blend and segment in order to read and spell CVC words
- Write each letter correctly when following a model.

Children will begin to read with a T/TA within a group 3 x a week.  
Session 1 – Decoding  
Session 2 - Prosody  
Session 3 – Comprehension

*Little Wandle Letters and Sounds revised - Phase 2*

Week 1 - ff ll ss j - Tricky Words – put pull full as  
Week 2 – v w x y - Tricky Words - and has his her  
Week 3 – z zz qu , words with s /s/ added at the end (hats sits), ch - Tricky Words - go no to into  
Week 4 – sh th ng nk - Tricky Words - she push he of  
Week 5 – words with s /s/ added at the end (hats sits), words ending s /z/ (his) and with s /z/ added at the end (bags) - Tricky Words - we me be

- Give the sound when shown a grapheme
- Find any letter on display when given the phoneme
- Orally blend/segment CVC words
- Blend and segment in order to read and spell CVC words
- Write each letter correctly when following a model.

Children will read with a T/TA within a group 3 x a week.  
Session 1 - Decoding  
Session 2 - Prosody  
Session 3 – Comprehension

<p><b>English</b></p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>• Mr Wiggle and Mr Waggle</li> <li>• Little Red Hen</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Focus on pre-writing skills</li> <li>• Telling a story as a class</li> <li>• Making puppets</li> <li>• Holding a pencil</li> <li>• Sitting with good posture for writing</li> <li>• Drawing a picture from the story</li> <li>• Drawing parts of a story map</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>• Chop, Chop</li> <li>• Falling Apples</li> <li>• Wise Old Owl</li> </ul> <p><i>Songs:</i></p> <ul style="list-style-type: none"> <li>• 1, 2, 3 good to be me</li> <li>• Pat-a-cake</li> <li>• 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things For Fingers</li> </ul>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>• We're going on a bear hunt</li> <li>• The Jolly Christmas Postman</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Drawing a story map, labelling using initial sounds, writing cards</li> <li>• Tell a story as the class</li> <li>• Imitating – beginning to change a story and telling this orally</li> <li>• Writing a recount of trip to Audley End</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>• A basket of Apples</li> <li>• Leaves are Falling</li> <li>• Cup of Tea</li> </ul> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• I'm A Little Teapot</li> <li>• The Grand Old Duke Of York</li> <li>• Ring O' Roses</li> <li>• Hickory Dickory Dock</li> <li>• Not Too Difficult</li> <li>• The ABC Song</li> <li>• The Wheels on the Bus</li> <li>• Row, Row, Row your boat</li> </ul>
<p><b>Maths</b></p>	<p><i>Getting to Know You</i></p> <p><i>Match, sort and compare</i></p> <ul style="list-style-type: none"> <li>• Match objects</li> <li>• Match pictures and objects</li> <li>• Identify a set</li> <li>• Sort objects to a type</li> <li>• Explore sorting techniques</li> <li>• Create sorting rules</li> <li>• Compare amounts</li> </ul> <p><i>Talk about measure and patterns</i></p> <ul style="list-style-type: none"> <li>• Compare size</li> <li>• Compare mass</li> <li>• Compare capacity</li> <li>• Explore simple patterns</li> <li>• Copy and continue simple patterns</li> <li>• Create simple patterns</li> </ul>	<p><i>It's Me 1 2 3!</i></p> <ul style="list-style-type: none"> <li>• Find 1, 2 &amp; 3</li> <li>• Subitise 1, 2 &amp; 3</li> <li>• Represent 1, 2 &amp; 3</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 1, 2 &amp; 3</li> </ul> <p><i>Circles and triangles</i></p> <ul style="list-style-type: none"> <li>• Identify and name circles and triangles</li> <li>• Compare circles and triangles</li> <li>• Shapes in the environment</li> <li>• Describe position</li> </ul> <p><i>1, 2, 3, 4, 5</i></p> <ul style="list-style-type: none"> <li>• Find 4 &amp; 5</li> <li>• Subitise 4 &amp; 5</li> <li>• Represent 4 &amp; 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 4 &amp; 5</li> <li>• Composition of 1 – 5</li> </ul> <p><i>Shapes with 4 sides</i></p> <ul style="list-style-type: none"> <li>• Identify and name shapes with 4 sides</li> <li>• Combine shapes with 4 sides</li> <li>• Shapes in the environment</li> <li>• My day and night</li> </ul>

Spring Term : Year R 2023/24

Autumn 1<sup>st</sup> half

**Animals**

*Key Questions*

Where do different animals live? How do animals adapt to their environments? Why are some animals endangered?

**On Safari**



*Hands-on experiences:* visit from lion learners, exploring hot and cold colours, small world play with animals from the savannah.

*Key vocabulary:* Kenya, savannah, grassland, equator, hot, dry.

**The Polar Regions**



*Hands-on experiences:* exploring ice, drawing penguins, reading information books.

*Key vocabulary:* Antarctica, Arctic, polar, cold, icy, melt.

**Ocean animals**



*Hands-on experiences:* exploring plastic waste and ocean pollution, litter pick in the forest area, visit to the Museum of Zoology.

*Key vocabulary:* ocean, pollution, waste, litter, protect.

**Celebration Focus:** Lunar New Year, LGBTQ+ History Month

**PSHE unit:** Me and My World

**PD:** Dance (Toys), Welly Wednesdays, Dough Disco

**E-Safety:** *Online Relationships* - Recognise some ways in which the internet can be used to communicate. Give examples of how I (might) use technology to communicate with people I know

Autumn 2<sup>nd</sup> half

**Space**

*Key Questions*

Where is space and how do I get there? What makes a good astronaut? What is a star?

**Rockets and the Space Station**



*Hands-on experiences:* making rockets using box modelling materials, visit to the library to get information books.

*Key vocabulary:* rocket, planet, solar system, sun, star, moon, Earth

**Astronauts**



*Hands-on experiences:* astronaut role play, astronaut training, learning about Valentina Tereshkova.

*Key vocabulary:* astronaut, explore, discover, travel, experiment.

**Stars and beyond**



*Hands-on experiences:* creating art in response to Van Gogh's 'Starry Night', naming and painting planets, considering life beyond Earth.

*Key vocabulary:* heat, energy, star, sun

**Celebration Focus:** World Book Day, Easter

**PSHE unit:** My Emotions

**PD:** Gym (Move & Hold), Welly Wednesdays, Dough Disco

**E-Safety:** *Health, wellbeing and lifestyles* - Identify rules that help keep us safe and healthy in and beyond the home when using technology. Give some simple examples of these rules. *Self-image and identify* - Recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.

Topic

Phonics

*Little Wandle Letters and Sounds Revised - Phase 3*

Week 1 – ai ee igh oa

Week 2 – oo oo ar or - Tricky words –was you they

Week 3 - ur ow oi ear - Tricky words – my by all

Week 4 - air er, words with double letters: dd mm tt bb rr gg pp ff - Tricky words – are sure pure

Week 5 – Longer words

- Give the sound when shown any grapheme
- Find all or most taught graphemes when given the sound
- Blend and read CVC words, compound words and longer words that need to be chunked up i.e. market, magnet, velvet.
- Segment and spell CVC words, compound words and longer words that need to be chunked up i.e. market, magnet, velvet.
- Read Tricky Words (CEW): phase 2-3
- Spell Tricky Words (CEW): phase 2-3
- Write each letter correctly when following a model.

Children will read with a T/TA within a group 3 x a week.

Session 1 - Decoding

Session 2 - Prosody

Session 3 – Comprehension

*Little Wandle Letters and Sounds Revised - Phase 3 Review*

Week 1 - review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear

Week 2 - review Phase 3: er air, words with double letters, longer words

Week 3 - words with two or more di/trigraphs

Week 4 - longer words, words ending in –ing, compound words

Week 5 - longer words, words with s in the middle /z/ s, words ending –s, words with –es at end /z/

- Give the sound when shown any grapheme
- Find all or most taught graphemes when given the sound
- Blend and read CVC words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes
- Segment and spell CVC words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes
- Review all tricky words taught so far
- Secure spelling of tricky words taught so far
- Write each letter correctly when following a model.

Children will read with a T/TA within a group 3 x a week.

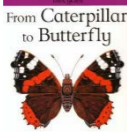

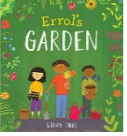

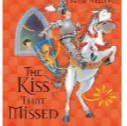

Session 1 - Decoding

Session 2 - Prosody

Session 3 – Comprehension

<p><b>English</b></p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>• Dear Zoo</li> <li>• The Three Little Pigs</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Drawing a story map, labelling, writing lists</li> <li>• Writing speech bubbles</li> <li>• Beginning to tell stories in pairs</li> <li>• Imitating – different ugly animals e.g. 3 little penguins</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>• Popcorn</li> <li>• A Little House</li> <li>• Pancakes</li> <li>• Let's Put on our Mittens</li> </ul> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• Wind The Bobbin Up</li> <li>• Rock-a-bye Baby</li> <li>• Five Little Monkeys Jumping On The Bed</li> <li>• Twinkle Twinkle</li> <li>• If You're Happy And You Know It</li> <li>• Head, Shoulders, Knees And Toes</li> </ul>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>• Whatever Next!</li> <li>• How to Catch a Star</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Drawing a story map</li> <li>• Beginning to write sentences</li> <li>• Writing labels, captions and lists</li> <li>• Telling stories in pairs</li> <li>• Writing simple poems</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>• Spring Wind</li> <li>• Furry, Furry Squirrel</li> <li>• Hungry Birdies</li> </ul> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Incy Wincy Spider</li> <li>• Baa Baa Black Sheep</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels On The Bus</li> <li>• The Hokey Cokey</li> </ul>
<p><b>Maths</b></p>	<p><i>Alive in 5!</i></p> <ul style="list-style-type: none"> <li>• Introduce Zero</li> <li>• Find 0 to 5</li> <li>• Subitise 0 to 5</li> <li>• Represent 0 to 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul> <p><i>Mass and capacity</i></p> <ul style="list-style-type: none"> <li>• Compare Mass (2)</li> <li>• Find a balance</li> <li>• Explore capacity</li> <li>• Compare capacity (2)</li> </ul> <p><i>Growing 6, 7, 8</i></p> <ul style="list-style-type: none"> <li>• Find 6, 7 &amp; 8</li> <li>• Represent 6, 7 &amp; 8</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 6, 7 &amp; 8</li> <li>• Make pairs – odd and even</li> <li>• Double to 8 (find a double)</li> <li>• Double to 8 (make a double)</li> <li>• Combine 2 groups</li> <li>• Conceptual subitising</li> </ul> <p><i>Length, height and time</i></p> <ul style="list-style-type: none"> <li>• Explore length</li> <li>• Compare length</li> <li>• Explore height</li> <li>• Compare height</li> <li>• Talk about time</li> <li>• Order and sequence time</li> </ul>	<p><i>Building 9 &amp; 10</i></p> <ul style="list-style-type: none"> <li>• Find 9 &amp; 10</li> <li>• Compare numbers to 10</li> <li>• Represent 9 &amp; 10</li> <li>• Conceptual subitising to 10</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition to 10</li> <li>• Bonds to 10 (2 parts)</li> <li>• Make arrangements of 10</li> <li>• Bonds to 10 (3 parts)</li> <li>• Doubles to 10 (find a double)</li> <li>• Doubles to 10 (make a double)</li> <li>• Explore even and odd</li> </ul> <p><i>Explore 3-D shapes</i></p> <ul style="list-style-type: none"> <li>• Recognise and name 3-D shapes</li> <li>• Find 2-D shapes within 3-D shapes</li> <li>• Use 3-D shapes for tasks</li> <li>• 3-D shapes in the environment</li> <li>• Identify more complex patterns</li> <li>• Patterns in the environment</li> </ul>

Summer Term : Year R 2023/24

	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half
<b>Topic</b>	<p style="text-align: center;"><b>Growing</b></p> <p><i>Key Questions</i> What does a caterpillar turn into? How have I grown? How does a plant grow?</p> <p><b>Growing Caterpillars</b>   <i>Hands-on experiences:</i> watching caterpillars grow, making butterfly lifecycles, making observational drawings.  <i>Key vocabulary:</i> caterpillar, butterfly, chrysalis, egg, lifecycle, change.</p> <p><b>Growing Me</b>   <i>Hands-on experiences:</i> trying different fruits, dentist role play, looking at our baby pictures.  <i>Key vocabulary:</i> dentist, teeth, cavity, patient, baby, toddler, child.</p> <p><b>Growing Plants</b>   <i>Hands-on experiences:</i> visit to the Botanical Gardens, planting cress and sunflowers, exploring the growth of plants and trees on Welly Wednesdays.  <i>Key vocabulary:</i> root, seed, soil, stem, watering can, vegetable, plant, grow, pick</p> <p><b>Celebration Focus:</b> Eid  <b>PSHE unit:</b> Healthy Lifestyles  <b>PD:</b> Games (Fundamentals 2), Welly Wednesdays  <b>E-Safety:</b> <i>Managing Online Information</i> - Talk about how to use the internet as a way of finding information online. Identify devices I could use to access information on the internet.</p>	<p style="text-align: center;"><b>Long, Long Ago</b></p> <p><i>Key Questions</i> How were things different in the past? Who lived in a castle? What happened to the dinosaurs?</p> <p><b>Daily life in the past</b>   <i>Hands-on experiences:</i> hand wash clothes and hang them out to dry, explore artefacts and photographs from the past  <i>Key vocabulary:</i> past, history, old, new</p> <p><b>Castles and Knights</b>   <i>Hands-on experiences:</i> making shields, box modelling castles, learning about different people who lived in castles.  <i>Key vocabulary:</i> castle, knight, portcullis, drawbridge, catapult</p> <p><b>Dinosaurs</b>   <i>Hands-on experiences:</i> exploring fossils from the Sedgewick Museum, measuring the size of dinosaurs on the field, making salt dough fossils.  <i>Key vocabulary:</i> dinosaur vocabulary, prehistoric, fossil, excavate.</p> <p><b>Celebration Focus:</b> Refugee Week  <b>PSHE unit:</b> My Body and Growing Up  <b>PD:</b> Athletics (Sports Day Skills), Welly Wednesdays.  <b>E-Safety:</b> <i>Copyright and ownership</i> - Know that work I create belongs to me. Name my work so that others know it belongs to me. <i>Recap elements of E-safety based on need.</i></p>
<b>Phonics</b>	<p><i>Little Wandle Letters and Sounds Revised - Phase 4</i></p> <p>Week 1 – short vowels CVCC - Tricky words - said so have like                      Week 2 – short vowels CVCC CCVC - Tricky words - some come love do                      Week 3 – short vowels CCVCC CCCVC CCCVCC, longer words - Tricky words - were here little says                      Week 4 – longer words, compound words - Tricky words - there when what one                      Week 5 – root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est - Tricky words - out today</p> <ul style="list-style-type: none"> <li>• Give the sound when shown any grapheme</li> <li>• Find all or most taught graphemes when given the sound</li> <li>• Blend and read CVC words, 4 and 5 letter words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes</li> <li>• Segment and spell CVC words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes</li> <li>• Read and spell phase 4 tricky words (CEW)</li> <li>• Review all tricky words taught so far</li> <li>• Secure spelling of tricky words taught so far</li> <li>• Write each letter correctly when following a model.</li> </ul> <p>Children will read with a T/TA within a group 3 x a week.                      Session 1 - Decoding                      Session 2 - Prosody                      Session 3 – Comprehension</p>	<p><i>Little Wandle Letters and Sounds Revised - Phase 4</i></p> <p>Week 1 – long vowel sounds CVCC CCVC                      Week 2 – long vowel sounds CCVC CCCVC CCV CCVCC                      Week 3 – Phase 4 words ending –s /s/, Phase 4 words ending –s /z/, Phase 4 words ending –es, longer words                      Week 4 – root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/                      Week 5 – root word ending in: -er, -est, longer words</p> <ul style="list-style-type: none"> <li>• Give the sound when shown any grapheme</li> <li>• Find all or most taught graphemes when given the sound</li> <li>• Blend and read CVC words, 4 and 5 letter words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes</li> <li>• Segment and spell CVC words, compound words, longer words that need to be chunked up, words with two or more di/trigraphs and words ending with suffixes</li> <li>• Review all tricky words taught so far</li> <li>• Secure spelling of tricky words taught so far</li> <li>• Write each letter correctly when following a model.</li> </ul> <p>Children will read with a T/TA within a group 3 x a week.                      Session 1 - Decoding                      Session 2 - Prosody                      Session 3 – Comprehension</p>

<p><b>English</b></p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar</li> <li>• The Enormous Turnip</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Drawing a story map</li> <li>• Beginning to write sentences with punctuation</li> <li>• Writing labels, captions and lists</li> <li>• Drawing and labelling a life cycle</li> <li>• Imitating and innovating</li> <li>• Beginning to tell stories individually</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>• I have a little seed</li> <li>• Five Little Peas</li> <li>• Caterpillar rhyme</li> <li>• If I Were So Very Small</li> </ul> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• Big Bear Funk</li> <li>• Tooth brushing songs</li> </ul>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>• Each Peach Pear Plum</li> <li>• Tyrannosaurus Drip - Dinosaur information text</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Drawing a story map</li> <li>• Beginning to write sentences with punctuation</li> <li>• Writing labels, captions and lists</li> <li>• Writing an information text</li> <li>• Imitating and innovating</li> <li>• Beginning to tell stories individually</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>• The Fox</li> <li>• Monkey Babies</li> <li>• Thunderstorm</li> <li>• Five Little Owls,</li> <li>• Under a Stone</li> </ul> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• In and out the dusty bluebells</li> <li>• Skip to my Lou</li> <li>• Ring a ring a roses</li> </ul>
<p><b>Maths</b></p>	<p><i>To 20 and Beyond</i></p> <ul style="list-style-type: none"> <li>• Build numbers beyond 10 (10-13)</li> <li>• Continue patterns beyond 10 (10-13)</li> <li>• Build numbers beyond 10 (14-20)</li> <li>• Continue patterns beyond 10 (14-20)</li> <li>• Verbal counting beyond 20</li> <li>• Verbal counting patterns</li> <li>• Counting Patterns Beyond 10</li> </ul> <p><i>How many now?</i></p> <ul style="list-style-type: none"> <li>• Add More</li> <li>• How many did I add?</li> <li>• Take Away</li> <li>• How many did I take away?</li> </ul> <p><i>Manipulate, compose and decompose</i></p> <ul style="list-style-type: none"> <li>• Select shapes for a purpose</li> <li>• Rotate shapes</li> <li>• Manipulate shapes</li> <li>• Explain shape arrangements</li> <li>• Compose shapes</li> <li>• Decompose shapes</li> <li>• Copy 2-D shapes</li> <li>• Decompose shapes</li> <li>• Copy 2-D shape pictures</li> <li>• Find 2-D shapes with 3-D shapes</li> </ul>	<p><i>Sharing &amp; Grouping</i></p> <ul style="list-style-type: none"> <li>• Explore sharing</li> <li>• Sharing</li> <li>• Explore grouping</li> <li>• Grouping</li> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> </ul> <p><i>Visualise, build and map</i></p> <ul style="list-style-type: none"> <li>• Identify units of repeating patterns</li> <li>• Create own pattern rules</li> <li>• Replicate and build scenes and constructions</li> <li>• Visualise from different positions</li> <li>• Describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> <li>• Represent maps with models</li> <li>• Create own maps from familiar places</li> <li>• Create own maps and plans from story situations</li> </ul> <p><i>Make connections</i></p> <ul style="list-style-type: none"> <li>• Deepening Understanding</li> <li>• Patterns and Relationships</li> </ul> <p><i>Consolidation</i></p>