



Sticky Vocabulary – these are the words we will remember

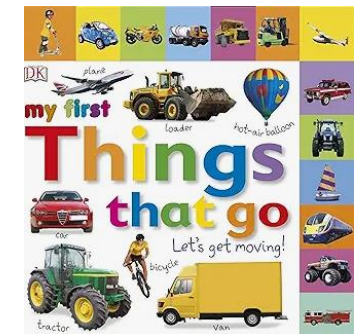
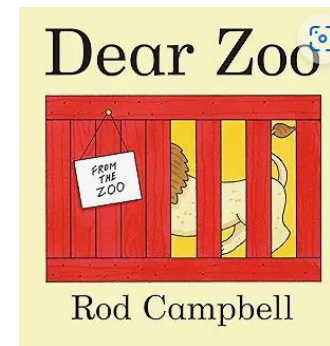
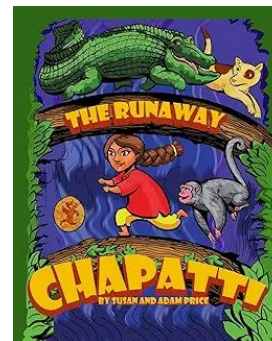
- Job
- Skills
- Variety
- Train
- School
- Work
- College
- University
- Lawyer
- Teacher
- Engineer

Key Texts:



Our Big Questions
 What do I enjoy doing?
 What job would I like to do? Why?

What will we be exploring?	Some things to think about...
A variety of things you could do when you grow up	What do you like doing? What are you good at? Do you like being outdoors or indoors? Do you like being noisy or quiet?
What do grown ups you know do for a job?	Where do they work? Do they like their job? Do they do it every day or just some days? Why do you think they have a job?
What you would like to do when you grow up	What job would you like to do? Why? How will you learn how to do your job? Who will train you?





Little Wandle Foundations



We will be focussing on:

Rhymes



Down at the Station

The Grand Old Duke of York



Sounds

u / r / h / b / f / l (no graphemes)

Key Vocabulary

Syllables – the parts of words

Alliteration – words that start with the same sound

Blending – putting sounds together to identify the word

Segmenting – breaking words up into their component sounds

We will be focussing on:

Talk about Dots - Further develop subitising to 3

Compare and Sort Collections – Create collections of objects that are the same quantity.

Lead on Own Repeats – Further develop independent patterning skills through rhyme and art.

Key Vocabulary

Subitise – be able to use our ‘fast eyes’ to see how many items we see without counting them individually.

Compare – look at similarities or differences between objects or groups of items

Pattern – at least 2 items , actions or pictures that repeat

Counting – using number names in a stable order either forwards or backwards (e.g. 1 – 5 or 5 – 1)

Cardinality – understanding that the last number you say when counting a group of objects, is how many are in the group