

<p><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>▪ Continue to develop social skills: good manners, sharing and taking turns.</li> <li>▪ Further development of independence, confidence, sense of achievement, responsibility.</li> <li>▪ Recognising and describing emotions and expressions.</li> <li>▪ Continue to be interested, excited and motivated to learn.</li> <li>▪ Have an awareness of own abilities.</li> <li>▪ Understanding that there needs to be agreed values and codes of behaviour for groups of people to work together harmoniously.</li> </ul> <p><b>RE:</b> Collective worship and assemblies. Developing appreciation that “I am special” and understanding that each person is unique and special. Celebrating who I am and respecting other people. Visits to two places of worship to take place during the spring term.</p>	<p><b><u>Communication and Language</u></b></p> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ Initiate conversation and take into account what others say.</li> <li>▪ Link statements and responses to theme/ topic</li> <li>▪ Extend range of activities and purposes, develop vocabulary and fluency.</li> <li>▪ Develop attentive listening and response.</li> <li>▪ Encourage use of questions.</li> <li>▪ Broaden repertoire of stories, nursery rhymes, chants and songs.</li> </ul> <p><b><u>Literacy</u></b></p> <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>▪ Awareness and use of signs, labels and environmental print.</li> <li>▪ Securing name recognition.</li> <li>▪ Positive use of book areas and books. Modelled reading activities.</li> <li>▪ Reading stories, use of book language and developing concepts of reading.</li> <li>▪ Alphabet work, word recognition, letters and sounds, early reading.</li> <li>▪ Key words and high frequency words.</li> <li>▪ Retelling narratives in the correct sequence, drawing on language patterns of stories.</li> </ul> <p><b><u>Writing:</u></b> Emergent writing, writing for pleasure, recording events with marks, words and pictures. Writing name. Using phonics knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Writing for different purposes- lists, stories and instructions. To begin to use knowledge of letters to write simple sentences.</p>
<p><b><u>Physical Development:</u></b> Recognise the importance of keeping healthy and the things that contribute to this.</p> <p><b>Large motor:</b> Use of range of large and small apparatus.</p> <ul style="list-style-type: none"> <li>▪ Continue to gain independence in dressing, safety rules, listening and response. Developing understanding of exercise.</li> <li>▪ Developing increased stability and climbing skills.</li> <li>▪ Awareness of space and direction. Celebrating what our bodies can do.</li> <li>▪ Move with confidence, imagination and safety.</li> </ul> <p><b>Fine motor:</b> Use a range of tools and equipment appropriately, accurately and safety.</p> <ul style="list-style-type: none"> <li>▪ Developing hand- eye co-ordination and control.</li> </ul>	<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>▪ Counting and number work, numbers to 20+</li> <li>▪ Recognising and writing numbers to 20+</li> <li>▪ Adding on one more/ less, concepts of + -</li> <li>▪ Sorting, ordering and sequencing</li> <li>▪ Developing mathematical language</li> <li>▪ Comparisons – more / less, greater / smaller, heavier / lighter</li> <li>▪ Develop concepts of 2D and 3D shapes</li> <li>▪ Repeated patterns, exploring patterns in religion and art, tessellations and symmetry</li> <li>▪ Positional language</li> <li>▪ Developing problem-solving skills</li> </ul>

### **Understanding the world**

- Developing collaborative and co-operative work
- Selecting and using appropriate material, equipment and resources for tasks
- Building and construction with range of resources
- Explore and identify some features of living things, objects and events they observe
- Find out about past and present events in own lives, family and friends.

**ICT:** general technological awareness, development of mouse control and confidence in use of computer. Ability to use age appropriate software independently to support own learning.

### **Expressive arts and design**

- Increasing range of experiences, developing techniques and confidence.
- Selecting and handling a variety of materials and equipment.
- Study of famous artists. Art related to celebrations and festivals

**Design and technology:** Designing, building and construction with range of resources

**Music:** Developing critical listening and response. Extended range of songs and rhymes. Awareness of music as part of celebrations. Linking music to movement and dance. Use of simple instruments. To take part in whole class music sessions.

**Imaginative:**

Increased range of role-play and imaginative play opportunities and scenarios linked to topic/theme.