

**Religious Education**

**Myself**  
Children value being unique and begin to understand that God knows and loves each of us.

**Welcome**  
Children begin to understand that Baptism is a welcome to God's family. We will visit our local church.

**Personal social and emotional development**

- To select activities and resources with help when needed.
- To play with other children extending play ideas.
- To increasingly follow rules and understand why they are important.
- To independently meet their own care needs.
- To see themselves as a valuable individual.
- To build constructive and respectful relationships.
- To show resilience in the face of challenge.

**Understanding the world.**

- To continue developing positive attitudes about the differences between people.
- To talk about members of their immediate family and community.
- To name and describe people who are familiar to them.
- To understand that some places are special to members of their community.
- To recognise that people have different beliefs and celebrate special times in different ways.

**Communication and Language**

- To enjoy listening to longer stories and talk about what happens.
- To use a wider range of vocabulary.
- To sing a large repertoire of songs.
- To use talk to express their point of view.
- To understand how to listen carefully and why listening is important.
- To articulate thoughts and ideas in well-formed sentences.

**Literacy**

- To engage in extended conversations about stories, learning new vocabulary.
- To write some or all of their name.
- To write some letters accurately.
- To understand the key concepts about print.
- To say sounds for some letters.
- To write simple words.

**Expressive Arts and Design**

- To take part in simple pretend play, using an object to represent something else even though they are not similar.
- To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- To explore different materials freely, to develop their ideas about how to use them and what to make.
- To draw with increasing complexity and detail, such as representing a face with a circle and including details.
- To explore, use and refine a variety of artistic effects

**CENTRAL THEMES**

**Amazing me! (People who help us)**

Our bodies, ourselves, our families, people who help us.  
Ourselves and people who help us books.

**Physical Development**

- To develop movement, balancing and ball skills.
- To match their developing physical skills to tasks.
- To use one handed tools and equipment.
- To be increasingly independent as they get dressed and undressed.
- To revise and refine fundamental movement skills.
- To develop their small motor skills so that they can use a range of tools competently, safely and confidently.

**MFL**

- \*To learn greetings and introductions in French.
- \*To learn words for different parts of the body.
- \*To count to 5 in French.

**Mathematics**

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

To experiment with their own symbols and marks as well as numerals.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

To subitise.

Link the number symbol (numeral) with its cardinal number value.