

**Personal social and emotional development**

To increasingly follow rules, understanding why they are important.  
 To remember rules without needing an adult to remind them.  
 To understand gradually how others might be feeling.  
 To show resilience and perseverance in the face of challenge.  
 To identify and moderate their own feelings socially and emotionally.  
 To think about the perspectives of others.

**Religious Education**  
**Good news (Pentecost)**  
 The children will talk about sharing their own good news.  
**Friends (Reconciliation)**  
 Children begin to know and understand who Jesus' special friends were and who their friends are.

**Understanding the world.**

To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  
 To understand the key features of the life cycle of a plant and an animal.  
 To begin to understand the need to respect and care for the natural environment and all living things.  
 To recognise some similarities and differences between life in this country and life in other countries.  
 To explore the natural world around them.  
 To recognise some environments that are different from the one in which they live.  
 To understand the effect of changing seasons on the natural world around them.

**CENTRAL THEMES**

**Wild animals and dinosaurs**

**Communication and Language**

To start a conversation with an adult or a friend and continue it for many turns.  
 To use talk to organise themselves and their play.  
 To listen carefully to rhymes and songs, paying attention to how they sound.  
 To learn rhymes, poems and songs  
 To engage in non-fiction books.

**Literacy**

To engage in extended conversations about stories, learning new vocabulary.  
 To use some of their print and letter knowledge in their early writing.  
 To write some or all of their name.  
 To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  
 To spell words by identifying the sounds and then writing the sound with letter/s.  
 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

**Expressive Arts and Design**

To draw with increasing complexity and detail, such as representing a face with a circle and including details.  
 To listen with increased attention to sounds.  
 To respond to what they have heard, expressing their thoughts and feelings.  
 To explore, use and refine a variety of artistic effects to express their ideas and feelings.  
 To return to and build on their previous learning, refining ideas and developing their ability to represent them.  
 To create collaboratively, sharing ideas, resources and skills.

**Mathematics**

To experiment with their own symbols and marks as well as numerals.  
 To solve real world mathematical problems with numbers up to 5.  
 To compare quantities using language: 'more than', 'fewer than'.  
 To 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 automatically recall number bonds for numbers 0-5 and some to 10.  
 To select, rotate and manipulate shapes to develop spatial reasoning skills.  
 To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

**MFL**

- Recognise and respond to some French words
- Join in with the singing of French songs
- Join in with reading a French story
- Understand that France is a different country where French is spoken.

**Physical Development**

To use one-handed tools and equipment, for example, making snips in paper with scissors.  
 To use a comfortable grip with good control when holding pens and pencils.  
 To show a preference for a dominant hand.  
 To develop the foundations of a handwriting style which is fast, accurate and efficient.  
 To further develop the skills they need to manage the school day successfully.  
 To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  
 To revise and refine the fundamental movement skills they have already acquired: • jumping • running.