

### Personal social and emotional development

To talk with others to solve conflicts. To talk about own feelings & to understand how others might be feeling. To know what their bodies need. To know how to keep trying if they find something difficult. To know how to approach tasks with resilience. To know how to show resilience when things don't go their way. To know how to eat healthily. To know how to keep their minds and bodies healthy. **RSHE** Safe inside and out. My body, my rules. People who help us. Growing up. God is love. Loving God, loving others.

### Communication and Language

To listen to longer stories and to remember much of what happens. To use a wider range of vocabulary and speaking in longer sentences. To express a point of view and to use talk to organise play. To learn rhymes and poems. To engage with non-fiction books.

#### Literacy

To engage in extended conversations about stories using new vocabulary. To know about page sequencing. To use some of their print and letter knowledge in their early writing. To continue to develop phonological awareness, spotting rhymes, clapping out syllables and recognising initial sounds. To re-read books to build up confidence in word reading, fluency and for understanding and enjoyment. To write short sentences with words with known sound/letter correspondences using a capital letter and a full stop. To re-read what they have written to check that it makes sense.

### Physical Development (Gymnastics and Games)

To continue to develop movement, balancing, riding and ball skills. To use one-handed tools and equipment, for example, making snips in paper with scissors. To show a preference for a dominant hand. To use a comfortable grip with good control when holding pens and pencils. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To develop running, stopping and throwing skills. To follow instructions & move safely. To work with others. To develop their small motor skills so that they can use a range of tools competently, safely and confidently. To develop the foundations of a handwriting style which is fast, accurate and efficient. To develop overall body strength and good posture. To copy and create shapes with bodies and whilst on apparatus. To jump and land safely. To develop rocking and rolling skills. To develop balancing and taking weight. To link shapes to make sequences. To progress towards a more fluent style of moving, with developing control and grace.

### Religious Education

#### Good news

What is good news? To recognise that everyone has good news to share. To recognise that Jesus sends a new friend, the Holy Spirit. To recognise what Pentecost is and the joy and happiness the Good News of Jesus brings. To talk about Pentecost being the celebration of the Good News of Jesus

#### Friends

Is it good to have friends? To recognise how to be a friend. To recognise that Jesus had friends, and we can be friends of Jesus.

### Understanding the world.

To know about castles in the past and compare to houses today. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To recognise some environments that are different to the one in which they live. To know what a plant is & to begin to know the life-cycle of a plant. To know what a plant needs to grow (planting beans) To recognise some similarities and differences between life in this country and life in other countries. To explore our school environment and draw information from a simple map. To explore the natural world around them & recognise there are differences in environments. To explore, sort & classify seeds & plants. To name common plants & to plant seeds, observe and record their growth over time. To compare and contrast characters from stories, including figures from the past (knights and castles)

### Expressive Arts and Design (Craft and Design)

To explore different materials freely, to develop ideas about how to use them and what to make. To join different materials and explore different textures. To take part in pretend play. To make imaginative and complex "small worlds". To explore colour and colour-mixing. To sing the melodic shape of familiar songs. To develop scissor skills. To develop threading skills. To learn about the different ways in which we can join materials together and to practice these techniques. To learn how to fold, curl and cut paper to achieve a desired effect. To create a design for a tissue paper flower and to follow the design to make a tissue paper flower. To refine small motor skills through the use of drawing, cutting and manipulating paper. To develop storylines in pretend play. To engage in music making.

### Mathematics

To understand positional language (on/under/in/out/in front/behind). To begin to describe a sequence of events (real and/or fictional) To compare quantities using more than and fewer. To talk about and explore 2D and 3D shapes, using mathematical language. To solve real world mathematical problems with numbers up to 5. To build numbers beyond 10. To count patterns beyond 10. Verbal counting and patterns beyond 10. Adding & taking away more- how many now? To explore, rotate and manipulate shapes. To copy 2d shapes pictures. To explore grouping, sharing and doubling.

### MFL

Adjectives for superheroes Fast/slow/good/bad/big/small. Rhymes, songs and stories Simple instructions and praise words Actions and games. Singing French songs.

## CENTRAL THEMES

**Fantasy and our imaginations.**  
**Science- plants**