

Personal social and emotional development

To identify and talk about people who help them and keep them safe.
To recognise potential dangers and talk about how they can keep themselves safe.
To identify and talk about what is safe to go into their bodies.
To identify and talk about their feelings.
To know how to stay safe online.

Communication and Language

To use a wider range of vocabulary.
To know many rhymes, be able to talk about familiar books, and be able to tell a long story.
To develop phonological awareness to spot and suggest rhymes.
To listen to and talk about non-fiction to develop familiarity with new knowledge and vocabulary.
To listen to and talk about stories to build familiarity and understanding

Literacy

To know that we read English text from left to right and from top to bottom.
To listen carefully to rhymes and pay attention to how they sound.
To learn rhymes and poems.
To engage with non-fiction books.
To read some letter groups that each represent one sound and say sounds for them.
To read a few common exception words matched to the phonics program.
To form lower case and capital letters correctly.

Physical Development

Explore how their body moves.
Explores actions in response to music and an idea.
Explore pathways and the space around them and in relation to others.
Are given opportunities to perform in front of others.
Explore running and stopping.
Explore changing direction safely.
Explore balancing whilst stationary and on the move.
Begin to explore take-off and landing safely.
Explore hopping on both feet.
Explore skipping as a travelling action.
Use one-handed tools and equipment, for example, making snips in paper with scissors.
Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Religious Education

Celebrating

How we and the parish celebrate.
Visiting our local church.

Gathering

How and why do we gather as a family?

CENTRAL THEMES

Minibeasts.

Minibeasts.
Habitats.

MFL

- Minibeasts
- Numbers
- Greetings
- Colours

Understanding the world.

To talk about what they see using a wide vocabulary. To explore how things work.
To explore and talk about different forces they can feel.
To understand the effect of changing seasons on the natural world around them.
To continue developing positive attitudes about the differences between people.
To learn new vocabulary.
To compare and contrast characters from stories, including figures from the past.

Expressive Arts and Design

To use drawings to represent ideas like movement and loud noises.
To make imaginative and complex 'small words' with blocks and construction kits.
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 remember and sing entire songs.
To play instruments with increasing control to express their feelings and ideas.
To explore, use and refine a variety of artistic effects to express their ideas and feelings.
To create collaboratively, sharing ideas, resources and skills.
To return to and build on their previous learning, refining ideas and developing their ability to represent them.
To sing in a group or on their own, increasingly matching the pitch and following the melody.
To explore and engage in music making, dance and performing.

Mathematics

To show 'finger numbers' up to 5.
To understand position through words alone.
To describe a familiar route.
To discuss routes and locations, using words like 'in front of' and 'behind'.
To extend and create ABAB patterns.
To notice and correct an error in a repeating pattern.
To explore the number zero.
To compare numbers to 5.
To explore the composition of 4 and 5.
To compare mass and capacity.
To explore the composition of 6, 7 and 8.
To combine two amounts.
To make pairs.