

Physical Development and Physical Education

We are learning to:

- Continue to work on developing overall body strength, balance, co-ordination and agility in PE lessons, and continuous provision;
- Develop further hopping, galloping and moving skills;
- Use apparatus safely and confidently, jumping, bouncing and landing.
- Work on our pencil grip and control (consolidate the tripod grip);
- Use a range of tools effectively and safely;
- Develop further hand-eye coordination;
- Develop further the foundations of handwriting which is fast and accurate;
- Hold scissors to cut shapes out;
- Understand basic weaving.

Personal, Social and Emotional Development

We are learning to:

- Express feelings and consider the feelings of others;
- Set our own goals and show resilience and perseverance in the face of challenge;
- Identify and moderate own feelings socially and emotionally;
- Think about the perspective of others;
- Talk about different factors to support our overall health and wellbeing: 'screen time', 'sleep', 'being a safe pedestrian', 'oral health';
- Continue to build constructive and respectful relationships with others, including others from different classes/groups;
- See self as a valuable individual.

Being Imaginative and Expressive

We are learning to:

- Develop storylines in role-play with others;
- Develop stories using small world equipment with others;
- Explore and engage in music making, and dance to perform;
- Learn, sing and perform songs increasingly matching pitch and following the melody.

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Seasons



Circle time

We are learning to:

- Listen to each other;
- Value different opinions;
- Peace Mala values;
- Respecting our Rights—Articles 7 & 8 'The Right to an identity';
- Recognise British Value—Individual Liberty;
- Meet characters from our Dimensions lessons;
- Talk about emotions—using Zone of Regulation;
- Think Equal stories;
- Miss Kay post box outside.

Communication and Language

We are learning to:

- Hold a conversation when engaged in back-and-forth exchanges;
- Listen carefully to and learn rhymes, and songs;
- Listen to and talk about stories building familiarity and understanding;
- Begin to listen to and talk about non-fiction books demonstrating new knowledge and vocabulary;
- Begin to understand humour;
- Ask questions to find out more and check understanding;
- Articulate ideas, and thoughts in well-formed sentences;
- Use connectives to link ideas and thoughts;
- Describe events in some detail;
- Use talk to work out problems and organise thinking.

Key Vocabulary

- because, and, next, why, how, when, where, what, now, to, conversation, polite, turns, nonsense, sentence, details;
- Healthy, unhealthy, sleep, teeth, screen, change, clean, road, watch, listen, break, bed, choice;
- Balance, hop, gallop, jump, land, reach, bend, jump, still, pencil-jump, star jump, tucked jump, leap;
- Weaving, printing, real-life drawing;
- Respect, treat, equal, fair, listen, take turns, share, like, dislike;
- Pulse, rhythm, melody, instruments, sing, clap, beat, music, dance;
- Weather, environments, seasons, desert, mountain, recycling;
- Timelines, similarities, differences, beliefs, communicates, map, British Isle, Scotland, Wales, Northern Ireland, England;
- Height, length, 3-D shapes, patterns, addition, subtraction, numbers 0-20+;
- Individual liberty, identity, value-self.



Understanding the World

In Past and Presence we are learning to:

- Talk about people in our immediate family and community;
- Create timelines showing our own past and present;
- Compare similarities and differences between ourselves and others.

In People, Cultures and Communities we are learning to:

- Talk about some similarities and differences between different religious and cultural communities in this country;
- Recognise people have different beliefs and celebrate events differently;
- Use a map of the British Isles to pretend to forecast the weather;
- Draw simple maps.

In Natural World we are learning to:

- Identify and compare the different seasons;
- Describe the different types of weather we experience;
- Understand the effect of the changing seasons on the natural world around us;
- Investigate the changing weather by recording it over time.

In Religious Education we are learning to:

- Recognise stories about Jesus are very important to Christians and they can be found in the Bible;
- Recall and talk about a story of Jesus and the disciples;
- Retell a story about a special person in Sikhism and talk about what can be learnt from it (Guru Nanak);
- Listen to a story about Easter.

Computing

We are learning to

- Use a mouse—continue to develop hand-eye coordination;
- Log onto computer/purple mash;
- Type our names using a keyboard;
- Explore technology around us.

Art and Design

We are learning to:

- Experiment with a range of printing materials;
- Print regular and irregular patterns;
- Create simple drawings of real-life objects;
- Name primary and secondary colours;
- Draw lines of different sizes and thickness;
- Draw people (add more parts to the person);
- Add details to drawings.

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Seasons



Maths

We are learning about:

- Measuring and comparing length and height;
- Explore 3-D shapes;
- Count orally beyond 20;
- Recognise counting patterns;
- Build numbers beyond 10;
- Simple addition;
- Simple subtraction;
- Time - day/night, morning/ afternoon/ evening.

Literacy

We are learning to:

- Continue to orally blend and segment words using Fred Talk;
- Recognise the letters shapes and sounds for Set 1 phonics both single sounds and some special friends - ch, sh, th, qu, ng, nk, ck, ss, ll, ff, zz, ai, ee, igh;
- Some children will begin to recognise Set 2 sounds - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy;
- Recognise and write Red Words—I, to, no, go, the, and begin to identify he, she, we, me, be, so, do, was, said;
- Begin to anticipate key events in stories;
- Talk about settings in stories;
- Talk about what has been read - answering questions in well-formed sentences;
- Use phonics sounds to identify and write sounds, using this knowledge to write two-sound (VC) and three-sound (CVC) words;
- Begin to read and write simple captions using phonics skills and knowledge;
- Begin to reread what we have written;
- Write correctly formed letters.

