

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;
- Use body to move more fluently, create shapes, move to music, repeat dance movements, and adapt movements;
- Send and receive balls standing positions and skills, striking a ball;
- Work on our pencil grip and control (consolidate the tripod grip);
- Draw more detailed artwork;
- Hold scissors to cut curved lines;
- Mould playdough into 3D sculptures such as people.

Personal, Social and Emotional Development

We are learning to:

- Show an understanding of our feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions;
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;
- Work and play cooperatively and take turns with others;
- Show sensitivity to their own and to others' needs;
- Continue to see self as a valuable individual.

Being Imaginative and Expressive

We are learning to:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

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Circle time

We are learning to:

- Listen to each other;
- Value different opinions;
- Peace Mala values;
- Respecting our Rights—Article 19 'The Right to express ourselves';
- Recognise British Value—Mutual Respect and Tolerance for Others;
- Continue our discussion about the characters in our Dimensions lessons;
- Talk about emotions—using Zone of Regulation;
- Think Equal stories;
- Miss Kay post box

Communication and Language

We are learning to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers;
- Understand humour more readily e.g. *nonsense rhymes/ jokes*;
- Participate in discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Key Vocabulary

- Jump, hop, balance, climb, ride, skip, grip, sequence, plan, team;
- Curved, straight, line, scissors, sculpture, mould, form, textures, join, modify, explain, process, creation/ model;
- Words, lyrics, music, pulse, dynamics, volume, tempo, speed, percussion, tuned.
- Behaviour, emotions, impulse, focus, patience, wrong, right, choice, expression, tolerance, opinion, listening, humour/joke/rhyme, explanation, feelings;
- Past, present, future, tenses, photographs, seasons, time (passing), observation, maps,
- Plants, animals (in particular farm animals and their young), life-cycles, growing, change, same, different, vegetables, crops, farm, seed, habitats, hibernation;
- Mosque, Church, Temple, special places/ places of worship;
- Pattern, half, double, share, group, odd, even, £-D shape names and properties;
- Alphabet, capital letter, facts / non-fiction;
- Trip, farm, milking, coach, travel, explore, feed, tractor.



Understanding the World

In Past and Presence we are learning to:

- Use photographs to compare farms in the past and present and different seasons;

- Understand how time passes (past, present, future).

In People, Cultures and Communities we are learning to:

- Understand which types of animals live on a farm and why they are there;
- Conduct fieldwork (visit a farm and find out about it);
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

In Natural World we are learning to:

- Understand the life cycle of a plant and animals;
- Describe how plants have changed (seed- flower);
- Name and identify different plants (Daisy, Daffodil, Rose, Cress, Beans, Sunflower, Trees);
- Know vegetables grow in the ground, fruit grows on trees and flour comes from wheat;
- Describe the habitats of different animals /birds
- Talk about nocturnal hibernation animals;
- Explore changes in seasons.

In Religious Education we are learning to:

- Talk about what places are special to us and how it makes us feel;
- Understand where a special place is for Christians (Church);
- Understand where a special place is for Muslims (Mosque);
- Talk about similarities and differences between some places of worship and special places.

Art and Design

We are learning to:

- Create a simple drawing of a farm animal;
- Join pieces of clay together to shape into a farm animal shape;
- Add marks to clay to create textures;
- Continue to develop accuracy with a range of creative tools;
- Add details to drawings;
- Explain process to make different projects/creations;
- Modify and improve previous creations/ models.

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Farm



Maths

We are learning about:

- Explore complex patterns;
- Explore sharing;
- Finding half;
- Explore grouping;
- Doubling;
- Odd and even sharing and doubling;
- Manipulating shapes;
- Explain shape arrangements;
- Compose and decompose shapes;
- Find shapes within shape.
- Extend 3-D shape knowledge.

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 special friends - ch, sh, th, qu, ng, nk, ck, ss, ll, ff, zz, ai, ee, igh;
- Some children will be working towards recognising and applying 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, he, she, we, me, be, so, do, was, said;
- Anticipate key events in stories;
- Talk about what has been read - answering questions in well-formed sentences and retell stories.
- Comment on and link knowledge from previous / known texts/ experiences;
- Say the sounds for the letters of the alphabet;
- Read text inline with and consistent with phonics knowledge;
- Use phonics sounds to identify and write sounds, using this knowledge to write captions/ phases/ sentences;
- Reread what we have written;
- Write correctly formed letters (lowercase), and begin to write common capital letters;
- Begin to consistently use word spacing;
- Use phonics skills and knowledge to write facts.

