

### Personal, Social and Emotional Development

- Increasingly follow rules, understanding why they are important
- Develop appropriate ways of being assertive.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, using the toilet, washing and drying their hands thoroughly

\*myHappymind: Module 3 Appreciate

Ten Ten: Module 2: Created to love others

### Communication and Language

- Retell stories using story language and key phrases.
- Begin to link ideas using simple connectives (e.g. and, because).
- Speak clearly in front of a small group or the class.
- Talk about experiences using time-related language (first, then, next).
- Begin to describe events, objects, or people in more detail.
- Respond to "how" and "why" questions about experiences and stories.

### Physical Development

- To perform the basic skill of jumping
- To travel over, under and through climbing equipment
- To travel over, under and through balancing and climbing equipment
- To catch a large sponge ball
- To catch with increasing accuracy
- To roll in a variety of ways
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use a range of small tools, including scissors, paint brushes and cutlery.

### Understanding the world

- Understand the effect of changing seasons on the natural world around them
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Comment on images of familiar situations in the past.
- Recognise some environments that are different from the one in which they live
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- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries

### Literacy:

- Phase 2/ 3 phonics
- Write some letters accurately
- Initial sounds and CVC labels
- Write some or all of their name
- Read individual letters by saying the sounds of them
- Describe events in familiar stories and predict events (join in)
- Blend sounds in words so they can read short words

## Brilliant Bears!

Beesley Class: Spring 1 2026

### The big question:

Why do Polar Bears have thick fur?

### Mathematics:

- Focus on the composition of 3, 4 and 5
- Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20
- Subitise within 5 focusing on die patterns Match numerals to quantities within 5
- Counting - focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number

### Expressive arts and design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- To learn about the different ways in which we can join materials together and to practise these techniques
- Return to and build on their previous learning, refining ideas and developing their ability to **represent them**

### Ways to help at home:

- Please read with your child daily and focus on their individual tricky words they have been sent home
- Try to encourage your child to develop their independence for example getting themselves dressed for school. This will support your child as they learn to get ready for PE and changed afterwards.