

Communication and Language

* Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). * Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. * Enjoy listening to longer stories and can remember much of what happen * Pay attention to more than one thing at a time, which can be difficult. * Use a wider range of vocabulary.

Personal, Social, Emotional Development

(PSED)

* Develop friendship with others. * Safely explore a range of emotions through play and stories. * Talk about their feelings in more elaborated ways. * Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community.

Physical Development (PD)

* Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. * Learn to use the toilet with help, and then independently. * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills * Use large-muscle movements to wave flags and streamers, paint and make marks.

Understanding the world

* Make connections between the features of their family and other families. * Notice differences between people. * Use all their senses in hands on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary.

Ourselves



PE * Become more independent dressing for PE. Understand safety and space awareness.

Music

* Develop listening skills. * Begin to build a repertoire of rhymes and nursery songs.

Wider School Experiences:

* Begin to recognise routines of school day. * Follow school rules and classroom rules. * Enjoy listening to longer stories (CL) * Develop friendships (PSED). * Develop a sense of community at school and recognise we are a school family (PSED).

Expressive Arts and Design (EAD)

* Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. * Use their imagination as they consider what they can do with different materials. * Make simple models which express their ideas. * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Listen with increased attention to sounds. * Remember and sing entire songs.

Phonics

* Developing Children's listening skills. * Begin aspect 1 - General sound discrimination – environmental. * Raise children's awareness of the sounds around them. * Develop their listening skills. * Listening walk. * Drumming on different items outside. * Compare the sounds. * Play sound games.

RE * Begin to join in with school prayers that are led by an adult. * Begin to perform the sign of the cross. * Listen to examples of how to implement the Gospel Virtues into life from teacher. * Try to act on the Gospel virtues. * Begin to use basic religious vocabulary (cross, bible, church). * Listen to stories and information about class Saint. * Introduce children to God as Creator of all that they see around them and the idea of giving thanks. * Builds on children's own experience of the world around them. * Lay the foundation for nurturing an awareness of God in their lives.

Mathematics (M)

* Compare sizes, weights etc. using gesture and language - bigger/little/smaller, 'high/low', 'tall', 'heavy' through play. * Notice patterns and arrange things in patterns. * Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). * Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). * Show 'finger numbers' up to 5. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Literacy (L)

* Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. * Enjoy drawing freely. * Add some marks to their drawings, which they give meaning to. * Begin to make marks on their picture to stand for their name. * Begin to understand the five key concepts about print: print has meaning, print can have different purposes, we read English text, from left to right and, from top to bottom, the names of the different parts of a book page sequencing. * Begin to develop their phonological awareness, so that they can:- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.

Notes: planning and teaching will link to the characteristics of effective teaching and learning.

Playing and exploring

Active learning

Creating and thinking critically