

| <u>'Subject:</u> | <u>We are learning about:</u> |
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| Religious Education | <p>To correctly make the sign of the cross, use prayer hands and respectfully join in with all nursery's prayers. To recognise religious items such as the crucifix and the bible.</p> <p>Unit k - Special celebrations. Vocabulary - Wedding, Jesus, Mary, friends, celebration, Bible.</p> <p>*recall a time of celebration in their lives. *recall some features of the story of the Marriage Feast of Cana. *know that celebrations are happy occasions. That a wedding is a special celebration when people love each other. People wear special clothing.</p> |
| Numeracy | <p>* Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>*Experiment with their own symbols and marks as well as numerals. *Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... *Discuss routes and locations, using words like 'in front of' and 'behind'. *Compare quantities using language: 'more than', 'fewer than'.</p> |
| Literacy | <p>*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. *Engage in extended conversations about stories, learning new vocabulary. *Write some letters accurately. *Write some or all of their name. *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> |
| Understanding the world | <p>*Plant seeds and care for growing plants. *Understand the key features of the life cycle of a plant and an animal. *Explore how things work. *Continue developing positive attitudes about the differences between people. *Talk about what they see, using a wide vocabulary.</p> |
| Art and Design | <p>*Join different materials and explore different textures. *Respond to what they have heard, expressing their thoughts and feelings. *Create their own songs or improvise a song around one they know. *Develop their own ideas and then decide which materials to use to express them. *Join different materials and explore different textures.</p> |
| Personal social and emotional | <p>*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. *Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> |
| Communication and language | <p>*Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" *Use a wider range of vocabulary.</p> |
| Music | <p>*Listen with increased attention to sounds.</p> |