

<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Takes steps to resolve conflicts with other children, e.g. finding a compromise. • Can describe self in positive terms and talk about abilities. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help (ELG). 	<p>Physical Development</p> <ul style="list-style-type: none"> • Begin to focus on specific movements in PE lessons such as throwing and catching. • Introduce skipping • Introduce the climbing frame in the gymnasium • Provide physical activities which will support children's friendships / co-operation skills, e.g. throwing & kicking balls to each other, using large boxes to make a construction together etc • Ensure that children sit as a whole group for no longer than 15 minutes at a time • Everyday opportunities for malleable, sand and water play. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Children begin to use everyday language related to money. • Children measure short periods of time • Children begin to use the language of time • In practical activities and discussion, they begin to use the vocabulary involved in adding and subtracting. • They begin to identify their own mathematical problems based on own interests and fascinations
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Children are continuing to build a repertoire of songs and dances. • Children will be exploring the different sounds of instruments through the Big Foot music programme. • Children will manipulate materials to achieve a planned effect. • Children will construct with a purpose in mind, using a variety of resources. • Children will be selecting tools and techniques needed to shape, assemble and join materials they are using. • Children will continue to create simple representations of events, people and objects. • Children will begin to introduce a storyline or narrative into their play, and try to play cooperatively as part of a group to develop and act out the narrative. 	<p>Main Themes: Animals and Habitats</p> <p>Focus: Pets, Farm animals, Zoo animals, Wild and Water animals and all of their Habitats</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> • Children talk about some of the things they have observed such as animals and the habitats of animals. • They show care and concern for living things and the environment. • They comment and ask questions about aspects of their familiar world such as caring for animals and the characteristics of different animals. • They continue to discuss the changing seasons (this time winter) and explore the properties of water (e.g. ice as it melts).
<p>Environment and Resources</p> <ul style="list-style-type: none"> • Listening and responsive adults • Use outside to provide/support all areas of learning. • Focus on keeping children on task in the outside area, using the activities appropriately • Resources accessible and labelled • Working walls updated to reflect the topics of this term 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Opportunities for children to talk with adults on one-to-one and small group basis. Opportunities for children to share a story with an adult on one-to-one or small group basis. Continue to establish a repertoire of rhymes and songs and favourite stories. • Extend general vocabulary, exploring the meaning and sound of new words encountered in stories. • Being able to follow two-part instructions. • Maintain attention, concentrate and sit quietly during appropriate activity. • Being able to 'listen and do'. • Listen and respond to idea expressed by others in conversation or discussion. 	<p>Literacy</p> <ul style="list-style-type: none"> • Provide a range of books for children to read including non-fiction texts on ourselves. • Continue to use the big book of the week ignite interest in writing for different purposes e.g. (the great pet sale, from the pond, dear zoo, call me gorgeous)
<p>Displays</p> <ul style="list-style-type: none"> • Money display/working wall. • Language of the week display. • Phonics materials feature more prominently. • ICT – children's work. 	<p>Assessment</p> <ul style="list-style-type: none"> • Incidental observations, photographs, work samples. 	<p>Parents</p> <ul style="list-style-type: none"> • Invite parents to contribute to WOW moments and attend curriculum meeting. • Set more home learning tasks to enrich classroom discussions.