

<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• 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 do not need help (ELG).</li> <li>• Children will take account of one another's ideas about how to organise their activity.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Progress throwing and catching to larger balls.</li> <li>• Provide physical activities which will support children's friendships / co-operation skills, e.g. throwing &amp; kicking balls to each other, using large boxes to build construction together etc.</li> <li>• Ensure that children sit as a whole group for no longer than 15 minutes at a time</li> <li>• Focus on development of fine motor skills for those children that need to progress.</li> <li>• Continue with balance and coordination of gross motor skills.</li> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• To develop a better understanding of growth, decay, and changes over time.</li> <li>• To make observations of plants and animals and explain why some things occur, and talk about changes.</li> <li>• To look closely at similarities, differences, patterns and change.</li> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> <li>• ZooLab workshop.</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Children are continuing to build a repertoire of songs and dances.</li> <li>• Children will be exploring the different sounds of instruments.</li> <li>• Children will manipulate materials to achieve a planned effect.</li> <li>• Children will construct with a purpose in mind, using a variety of resources.</li> <li>• Children will be selecting tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• Children will experiment to create different textures.</li> <li>• Children will continue to create simple representations of events, people and objects.</li> <li>• Children will continue 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.</li> <li>• Children will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>	<p><b>Main Themes: Life Cycles and Growing</b></p> <p><b>Focus: Planting, life cycle of butterflies/frogs, mini-beasts, pond life</b></p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• In practical activities and discussion, they begin to use the vocabulary involved in adding and subtracting.</li> <li>• Children will use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• They begin to identify their own mathematical problems based on own interests and fascinations.</li> <li>• Children will use the language of 'more' and 'fewer' accurately.</li> <li>• Children will solve doubling and halving problems.</li> <li>• Children will use positional language correctly.</li> <li>• Children will begin ordering things by length, height, weight, and capacity.</li> <li>• Children will use everyday language to talk about size, position, and distance.</li> <li>• Children will recognise numerals of personal significance.</li> </ul>
<p><b>Environment and Resources</b></p> <ul style="list-style-type: none"> <li>• Listening and responsive adults.</li> <li>• Use outside to provide/support all areas of learning. Link to Growing using the vegetable patch.</li> <li>• ZooLab workshop</li> <li>• Focus on keeping children on task in the outside area, using the activities appropriately.</li> <li>• Outdoor Role Play- Garden Centre</li> <li>• Indoor Role Play- Baby Clinic</li> <li>• Resources accessible and labelled.</li> <li>• Working walls updated to reflect the topics of this term.</li> <li>• Outdoor play area will continue to be developed throughout the term to reflect learning and continuous provision from inside the classrooms.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• 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, small group, or whole class basis. Continue to establish a repertoire of rhymes, songs and favourite stories.</li> <li>• Extend general vocabulary, exploring the meaning and sound of new words encountered in stories.</li> <li>• Being able to follow two-part instructions.</li> <li>• Continue with talk partners as a class routine in most carpet sessions.</li> <li>• Focus on attentive listening in a range of situations such as in school assemblies.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Provide a range of books for children to read including non-fiction texts on relevant topics.</li> <li>• Continue to use the big book of the week to ignite interest in writing for different purposes. (The very hungry caterpillar, The Tiny Seed, The Enormous Turnip, Jack and the Beanstalk, Yucky Worms, Tadpoles Promise)</li> <li>• Children should practice their phonics within their reading and writing.</li> <li>• Children should attempt to write sentences in meaningful contexts, and <u>write extended pieces</u>.</li> </ul>
<p><b>Displays</b></p> <ul style="list-style-type: none"> <li>• Phonics materials feature prominently.</li> <li>• Literacy working wall</li> <li>• Maths Working Wall</li> <li>• Monthly creatvie/ celebration wall</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Incidental observations, photographs, work samples.</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Invite parents to contribute to WOW moments and attend school events.</li> <li>• Parents commit to signing and filling in reading record (3-4 times per week).</li> </ul>