

<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> ● Children are able to identify and moderate their own feelings socially and emotionally. ● Children are able to give focused attention to what the adult says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions. ● Children are confident to try new activities and show independence, resilience and perseverance in the face of challenges. {ELG} ● Children can explain the reasons why we have rules, know right from wrong and try to behave accordingly. ● Children are able to manage their own basic hygiene and personal needs, including dressing and going to the toilet. {ELG} ● Children are able to form positive attachments to adults and friendships with peers. {ELG} ● Works and plays cooperatively and takes turns with others. {ELG} 	<p>Physical Development</p> <ul style="list-style-type: none"> ● Children are further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. ● Children are developing confidence, competence, precision and accuracy when engaging in activities with balls. ● Children are able to demonstrate strength, balance and coordination when playing. {ELG} ● Children are beginning to show accuracy and care when they are drawing. {ELG} ● Children are using a range of small tools, including scissors, paint brushes and cutlery. {ELG} ● Children are holding a pencil or pen effectively in preparation for fluent writing - using a tripod grip in almost all cases {ELG} 	<p>Mathematics</p> <ul style="list-style-type: none"> ● Children can count verbally to 20, placing the numbers in order and say which number is one more or one less than a given number. ● Children can verbally count beyond 20, recognising the pattern of the counting system. ● Using quantities and objects, children are able to explore the composition (different ways of making a number) of numbers to 10. ● Children can subitise (recognise quantities without counting) up to 5{ELG}. ● Children can automatically recall number bonds to 5 and some to 10. ● They solve problems, including doubling, halving and sharing {ELG}. ● Children are able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. {ELG}
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> ● Children explore and engage in music making and dance, performing solos or in small groups. ● Children perform songs, rhymes poems and stories with others when appropriate - moves in time to the music. {ELG} ● Children can sing a range of well-known nursery rhymes and songs {ELG}. ● Children will share their creations, explaining the process they have used {ELG}. ● Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function {ELG}. ● Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories {ELG}. 	<p style="text-align: center;">Main Themes: Adventures</p> <p style="text-align: center;">Focus: Superheroes, real life super heroes, people who help us, fantasy and castles.</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> ● Children know some similarities and differences in relation to places, objects, materials and living things in the past and now by drawing on their experiences and what has been read in class {ELG} ● They can talk about the lives of the people around them and their roles in society {ELG}. ● Children are able to explore the natural world around them, making observations and drawing pictures of animals and plants.{ELG} ● Children show an understanding of some important processes and changes in the natural world around them, including the seasons and changing states matter. {ELG}. ● Children can describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. {ELG}
<p>Environment and Resources</p> <ul style="list-style-type: none"> ● Listening and responsive adults. ● Gardening opportunities. ● Supervised use of bicycles/tricycles available outside. ● A variety of climbing and balancing equipment outside. ● Role play areas – Superheroes both classrooms, Tesco supermarket outdoor. ● Working walls updated to reflect the topics of this term. ● Focus on keeping children on task in the outside area, using the activities appropriately. <p>Outdoor play area will continue to be developed throughout the term to reflect learning and continuous provision from inside the classrooms.</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> ● Create opportunities for children to talk with adults on a one-to-one basis and small group. Create opportunities for children to share a story with an adult on a one-to-one basis, in small groups, or in whole class discussions. Children continue to establish a repertoire of rhymes, songs and favourite stories. ● Children are able to hold conversations with their teacher or peers. {ELG} ● Children are able to listen attentively and respond to what they hear with relevant questions, comments and actions when they are being read to and during whole class discussions. {ELG} ● Children are able to make comments about things that they have heard or been told and are able to ask questions to improve their understanding. {ELG} 	<p>Literacy</p> <ul style="list-style-type: none"> ● Children are able to write recognisable letters which are formed correctly. {ELG} ● Children use their developing phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. {ELG} ● Children are able to read and understand simple sentences and books that are consistent with their developing phonic knowledge. They use their phonic knowledge to decode regular words and read them aloud accurately. They also read some common exception words. They demonstrate understanding when talking with others about what they have read. {ELG}

	<ul style="list-style-type: none"> ● Children are able to express their ideas and feelings about their experiences using full sentences, including using past, present and future tenses. Children are beginning to use conjunctions such as and, because and but to join their sentences together. 	<ul style="list-style-type: none"> ● Children are able to say a sound for each letter of the alphabet. {ELG} ● Children show an understanding of what has been read to them by retelling the story in their own words. {ELG}
<p><u>Displays</u></p> <ul style="list-style-type: none"> ● Phonics materials feature prominently. ● Literacy and Maths working wall ● Monthly creative / celebration wall. 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ● Incidental observations, photographs, work samples. 	<p><u>Parents</u></p> <ul style="list-style-type: none"> ● Invite parents to contribute to WOW moments and attend school events. ● Parents commit to signing and filling in reading record (3-4 times per week). ● Set home learning tasks to enrich classroom discussions.