

Personal, Social and Emotional Development

Making Relationships

- Play a game in a group and share ideas with each other
- Talk about how and when to invite someone to play
- Respond to what someone else does or says
- Talk about friendly behaviour

Self-Confidence and Self-Awareness

- Use resources within the classroom environment with increasing independence e.g. finding number line.
- Talk about own home in relation to where you keep your toys and books safe.
- Use Grey Mouse to develop making mistakes and asking for help from adults.
- Responsibility of small tasks

Managing feelings and Behaviour

- Listen to stories that encourage an awareness of own and others feelings.
- Take turns and shares with others.
- Follow class behaviour expectations and class strategies (i.e. reward systems)
- Confidence towards unfamiliar people e.g. break times/lunchtimes

Faith and Belief

Festivals, people and communities

How do we prepare for and celebrate joyous occasions?
What are some of the festivals all about?
Let me tell you a story – Buddha, Rama and Sita

Exploring places, dress, food and music

Which place do you know that is important to you?
Which religious symbols can you see in the local place of worship? Explore their meaning.

Jesus' birth story

How do Christians celebrate the birth of Jesus?
What presents did the characters in the nativity story give?
What is the best gift we can give?

Communication and Language

Listening and Attention

- Listen to traditional stories with increasing attention and recall.
- Participate in group discussion on favourite stories.
- Read traditional tale with repeated refrain, children to join in.
- Sit quietly for a short period of time

Understanding

- Read and respond to nursery rhymes.
- Understand why and how questions when discussing favourite characters.
- Use prepositions when moving toys and talking about a story scene.
- Understanding of classroom resources – how to use

Speaking

- Use talk to connect ideas when talking about a story and key characters.
- Use vocabulary that focuses on talking about their favourite character and story books.
- Apply language to small world opportunities (imaginative, pretend and role play)

Confidence (link to PSED) to perform Nativity to whole school/parents
Show understanding of sequence of story
Respond to instructions
Speaks clearly with some understanding of listeners needs.

French

Begins in the Spring Term.

ENRICHMENT OPPORTUNITIES

- Whole school trip to pantomime.
- Library trip – look for traditional tales/features of traditional tales e.g. once upon a time.

Physical Development

Moving and Handling

- Use tools to manipulate in the environment, including; writing equipment
- Games: use basic movement (Slithering, shuffling, rolling etc.) and spatial awareness, adjusting speed
- Games: use basic ball control and skills
- Gymnastics: mount climbing equipment using alternative feet, jump off and land appropriately, experiment with different ways to move through/on equipment, balance on one foot

PENPALS Handwriting

Understanding of the World.

People and Communities

- Talk about how they may be similar or different to others including characters from stories.
- Talk about how we are unique
- Talk about family customs and routines.

World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

ECO TOPIC: Litter
-littering
-use of green bins
-recycling

Health and Self Care

- Talk about class expectations
- Talk about taking care of yourself at school, e.g. toileting
- Begin to independently change/dress (PE)
- Wash and dry hands correctly
- Manoeuvre objects and equipment in the indoors/outdoor classroom safely
- Introduce SAFESTEP during PE

Technology

- Show an interest and talk about technological toys including real objects e.g. Camera
- Describe the function of a toy and how it specifically works
 - E.g. Programme a Beebot and link to instructions
- Use laptop and iPads when choosing.
- What is a computer?
 - Junk modelling looking at components of computer to make
 - Basic computer skills e.g. How to look after/turn on and off/ navigation and keyboard

Mathematics

Numbers

- Count beyond 10, understanding of value
- Link number to sets of objects. Compare sets of objects using fewer and more.
- Count independently during imaginative play
- Begin to represent number using fingers, marks on paper or pictures.
- Identify groups of the same amount.
- Locate numerals in the environment.
- Recognise numerals 0-5 and beyond.
- Select correct digit when given number.
- One more and one less than
- Count sets of objects from a larger group

Shape, Space and Measure

- Plays with shapes and creates pictures and models.(mosaic shapes)
- Shows an awareness of similarities of shapes within the environment.
- Use shapes appropriately for tasks.
- Use knowledge of shapes to describe everyday objects.
- Name and describe 2D shapes.
- Participate in a sustained construction activity e.g. using lolly sticks to build a house.

Literacy

Phonics

- Play sound games
- Rhythm and rhyme, continues a rhyming string in writing and verbally.
- Alliteration
- High Frequency words
- Oral Blending and segmenting
- Sing Alphabet and name letters

Writing

- Give meaning to marks as they draw and paint their favourite story character.
- Use marks and begin to write labels for story characters and settings.
- Begin to form identifiable letters.
- Writes own name.
- Begin to write captions with an awareness of finger spaces.

Reading

- Talk about and refer to some favourite stories, rhymes, songs and poems or jingles.
- Fill in missing words and phrases from as above. E.g: *Humpty Dumpty sat on a...*
- Begin to talk about the beginning, middle and end of a well-known traditional tale.
- Suggest how a story might end.
- Describe main story setting, event and principle character.
- Discuss illustrations in books and in the environment.
- Talk about and demonstrate how to use and care for a book.
- Recognise familiar words and signs in the environment including class name sign and class areas.

Expressive Art and Design

Exploring and using media and materials

- Explore favourite characters from story using a range of materials e.g. paint/drawing/performance/collage etc.
- Describe the texture of materials.
- Use tools to manipulate materials for a desired effect when recreating their favourite character. (junk modelling-scissors, clay tool- play dough, glue sticks-collage)
- Builds a repertoire of songs
- Understands how songs can be changed.

Being Imaginative

- Set up role play area with children.
- Independently listen to stories and music CDs
- Introduces a storyline into their narrative
- Play co-operatively as a group - use small world recreation of traditional tales to act out narrative/use repeated refrains.
- Creative thinking skills/ have own ideas of how to create props to support role play of traditional tales.
- Explains choice of colour when using for a purpose