



	Personal, Social and Emotional Development	Physical Development	Communication and Language
<p style="text-align: center;"><b>Literacy</b></p>	<p style="text-align: center;"><b>Mathematics</b></p>	<p style="text-align: center;"><b>Knowledge and Understanding of the World</b></p>	<p style="text-align: center;"><b>Expressive Art and Design</b></p>
<ul style="list-style-type: none"> <li>☺ Learn Phase 3 phonics and recap Phase 2 phonics daily</li> <li>☺ Learn the Phase 3 tricky words – <b>he, she, me, we, be, they, all, are, you, was, my, her</b></li> <li>☺ Practise our names daily, using the correct letter formation</li> <li>☺ Blend and segment sounds for reading and writing</li> <li>☺ Say and write simple sentences using our knowledge of sounds</li> <li>☺ Use a capital letter, a full stop and finger spaces in our sentences</li> <li>☺ Write for different purposes eg lists, instructions, captions</li> <li>☺ Have opportunities for mark-making in all areas of the learning environment</li> <li>☺ Read weekly with an adult and with a group, and talk about what we have read</li> <li>☺ Look at and respond to a range of different texts eg stories, information texts, poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>☺ Solve simple problems, e.g. <b>'How many aprons do we need so that everyone in our group can paint?'</b></li> <li>☺ Continue to count to 100 and recognise numbers from 0-10 and beyond</li> <li>☺ Practise writing the numbers 0-10</li> <li>☺ Look at the composition of numbers 4, 5, 6, 7 and 8, exploring the ways to make these numbers</li> <li>☺ Use the language of addition and subtraction in practical activities</li> <li>☺ Estimate how many objects we can see and check by counting them</li> <li>☺ Use everyday language to talk about mass and capacity eg <b>heavy, heavier, heaviest, light, lighter, lightest, full, half full, empty</b></li> <li>☺ Name and describe 2D shapes – <b>circle, square, rectangle, triangle, oval</b></li> <li>☺ Name and describe 3D shapes – <b>sphere, cube, cuboid, cone, pyramid</b></li> <li>☺ Use everyday language related to time – <b>before, after, yesterday, today, tomorrow</b></li> </ul>	<ul style="list-style-type: none"> <li>☺ Discuss how the children get to school and what mode of transport they use</li> <li>☺ Introduce the children to a range of transport and where it can be found</li> <li>☺ Use Google earth and Digimap to view the world and find the street/locality where we live</li> <li>☺ Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year</li> <li>☺ Look at different places in our world during Travelling Tuesday activities</li> <li>☺ Explore light and dark – use torches to make different shadows and colours, use mirrors and explore different sources of light</li> <li>☺ Understand the effect of the changing seasons on the natural world around them – Winter</li> <li>☺ Explore senses when exploring outside (what they can see, hear and feel)</li> <li>☺ Learn about the moon landing – watch videos &amp; look at what life was like for the astronauts in space</li> <li>☺ Learn about famous astronauts Buzz Aldrin and Neil Armstrong</li> </ul>	<ul style="list-style-type: none"> <li>☺ Use clear and full sentences to talk about what they can see</li> <li>☺ Enjoy listening to and retelling stories, and participating in discussions about what they have heard to build familiarity and understanding</li> <li>☺ Be confident to ask and answer questions to find out more and check they understand what has been said to them</li> <li>☺ Use our talk guidelines to be good listeners and speakers</li> <li>☺ Continue to add to and revisit vocabulary</li> <li>☺ Describe events in some detail</li> <li>☺ Use 'Why?' and 'Where?' to question the children about stories and their own experiences</li> </ul>
	<ul style="list-style-type: none"> <li>☺ Try new activities</li> <li>☺ Learn to respect the beliefs of others</li> <li>☺ Describe themselves in positive terms and talk about their abilities</li> <li>☺ Develop confidence to speak to others</li> <li>☺ Talk about experiences related to different feelings</li> <li>☺ Work together co-operatively as part of a group</li> <li>☺ Develop perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>☺ Clever Finger (fine motor) activities to strengthen finger and hand muscles, leading into tripod grip – using tweezers, threading etc</li> <li>☺ Playdough activities</li> <li>☺ Make large and small movements with mark making material – indoors and outdoors</li> <li>☺ Develop cursive handwriting style</li> <li>☺ Encourage mark making in all areas of the curriculum</li> <li>☺ Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk</li> <li>☺ Develop and refine scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development)</li> <li>☺ Develop all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs</li> <li>☺ Dress and undress for PE independently</li> </ul>	