



Religious Education

To **Talk** about their own experiences and feelings about celebrations they have been part of and **wonder** about why people celebrate and how they feel when they celebrate.

Begin to **recognise** the story of Mary and Joseph taking Jesus to the Temple.

Recognise some elements and words used in Church celebrations.

Literacy – Juniper Jupiter

May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. **L&A**

Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where, how. **U**

Phonics

Begins to develop phonological and phonemic awareness- Continues a rhyming string and identifies alliteration. Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. **R**

Describes main story settings, events and principal characters in increasing detail. **R**

Maths

Comparison

Uses number names and symbols when comparing numbers, showing interest in large numbers. Estimates of numbers of things, showing understanding of relative size.

Cardinality

Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10).

Shape

Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.

Pattern

Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.

Physical Development

Eats a healthy range of foodstuffs and understands need for variety in food. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.

H&SC

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses simple tools to effect changes to materials. **M&H**

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others.

H&SC

Personal, Social and Emotional Development

Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Is proactive in seeking adult support and able to articulate their wants and needs. **MR**

Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship. **MR**

Understanding the World

Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

P&C

Can create content such as a video recording, stories, and/or draw a picture on screen. **T**

Develops digital literacy skills by being able to access, understand and interact with a range of tech. **T**

Expressive Arts and Design

Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. **BI&E**

Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. **CwM**

Outdoor

Role play area:

Fire/Police Station.

Maths Shed:

Estimation and counting resources.

Comparison vocab.

Literacy Shed:

‘Juniper Jupiter’ enhancements.