



**Religious Education**

To **talk** about their own experience of ‘growing’ and how they feel about ‘growing’.

Begin to say what they **wonder** about growing, themselves and in nature.

**Recognise** the stories of Good Friday and Easter Sunday as religious stories and the Cross, the words of the Sign of the Cross and the Easter garden.

To **recognise** that Christians, try to ‘grow more like Jesus’ particularly during Lent.

**Literacy – Little Red**

Links statements and sticks to a main theme or intention. **S**

Understands a range of complex sentence structures including negatives, plurals and tense markers. **U**

Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.

**W**

**Phonics**

Hears and says the initial sound in words. Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them

Starts to link sounds to letters, naming and sounding the letters of the alphabet

Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. **R**

**Maths**

**Composition**

Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.

**Spatial Awareness**

May enjoy making simple maps of familiar and imaginative environments, with landmarks.

**Measures**

Is increasingly able to order and sequence events using everyday language related to time. Beginning to experience measuring time with timers and calendar.

**Physical Development**

Begin to show accuracy and care when drawing. **FMS**

Handles tools, objects, construction and malleable materials safely and with increasing control and intention. **M&H**

Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. **H&SC**

Begins to use anticlockwise movement and retrace vertical lines. **M&H**

Begins to form recognisable letters independently **M&H**

Shows understanding of how to transport and store equipment safely. **H&SC**

**Personal, Social and Emotional Development**

Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. **SoS**

Has a clear idea about what they want to do in their play and how they want to go about it. **SoS**

Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.

**Understanding the World**

Looks closely at similarities, differences, patterns and change in nature. **TW**

Makes observation-s of animals and plants and explains why some things occur, and talks about change. **TW**

Knows about similarities and differences in relation to places, objects, materials and living things. **TW**

**Expressive Arts and Design**

Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

**CwM**

Uses a combination of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. **BI&E**

**Outdoor**

**Role play area:**

Grandma’s cottage and ‘Little Red’ small world.

**Maths Shed:**

Mapping resources.

Measuring/time vocab.

**Literacy Shed:**

‘Little Red’ enhancements.