



Religious Education

To **talk** about how they feel when they have good news to share or hear Good News.

Begin to say what they **wonder** about Pentecost Day and the Holy Spirit and **Recognise** them as a religious story.

Use words such as Pentecost, Good News, alleluia, Easter, Holy Spirit.

To **recognise** that Christians are happy at Pentecost and go to church to celebrate the Good News

Literacy – The Extraordinary Garden

To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. **W**

Uses their developing phonic knowledge to write things such as labels and captions, progressing to simple sentences. **W**

Phonics

Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. **R**

Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes. **R**

Maths

Composition

Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.

In practical activities, adds one and subtracts one with numbers to 10.

Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and '+' or '-'.

Physical Development

Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.

H&SC

Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. **H&SC**

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. **M&H**

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. **M&H**

Personal, Social and Emotional Development

Shows confidence in choosing resources and perseverance in carrying out a chosen activity. **SoS**

Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness.

Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. **UE**

Understanding the World

Talks about the features of their own immediate environment and how environments might vary from one another. **TW**

Uses ICT hardware to interact with age appropriate computer software. **T**

Expressive Arts and Design

Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. **BI&E**

Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. **BI&E**

Outdoor

Role play area:

‘Dobbies’.

Maths Shed:

Problem solving resources.

1more/less activities.

Literacy Shed:

‘The Extraordinary Gardener’ enhancements.