



**Religious Education**

Begin to **talk** about their experiences and feelings about what a friend is, about making friends and when friendships go wrong.

Begin to **wonder** about what makes people friends.

**Recognise** that Christians show love for one another because Jesus asked them to do so.

Recognise Jesus rule for friends and his words ‘love one another’.

**Personal, Social and Emotional Development**

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. MS** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs. **BR**

**Literacy – The Storm Whale**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **L,A&U**

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, modelling and support from teacher. **S**

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. **W**

**Phonics**

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **R**

Demonstrate understanding of what has been read to them by retelling stories and narratives using own words & recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **C**

**Maths**

Have a deep understanding of number to 10, including the composition of each number. **N**

Subitise up to 5. **N**

Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. **N**

Verbally count beyond 20, recognising the pattern of the counting system. **NP**

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. **NP**

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. **NP**

**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**

**Physical Development**

**Gross Motor**

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

**Outdoor**

**Role play area:**

Under The Sea/Beach

**Maths Shed:**

Counting and subitising resources.

Doubling activities.

**Literacy Shed:**

‘The Storm Whale’ enhancements.



### **Understanding the World**

Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **P&P**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **P, C&C**

Explore the natural world around them, making observations & drawing pics of animals & plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **NW**