



<p>Communication, Language & Literacy</p>	<p>To join in with repeated refrains and anticipate key events and phrases in rhymes and stories To show awareness of rhyme and alliteration To talk activities through, reflecting on and modifying what they are doing To ascribe meaning to marks To use emergent writing as a means of recording and communicating To draw lines and circles using gross motor movements To learn the sounds r,m,d,g,o,u,l,f</p>
<p>Problem Solving Reasoning and Numeracy</p>	<p>To say number names in order 1-10 To recognise numerals 1-7 To count out up to six objects from a larger group To count sounds, actions and objects that cannot be moved To use their own methods to solve a problem To observe and use positional and directional language To show an interest in shape by making arrangements and structures</p>
<p>Knowledge & Understanding of the World</p>	<p>To begin to differentiate between past and present To show an awareness of change To show curiosity and interest in the features of living things To construct with a purpose in mind To begin to try out a range of tools and techniques safely To select and operate simple equipment with confidence To show an interest in different occupations and ways of life</p>
<p>Physical Development</p>	<p>To demonstrate increasing skill and control when using mark-making implements To show a clear and consistent preference for the left or right hand To respond to rhythm, music and story by means of gesture and movement To combine and repeat a range of movements To demonstrate increasing control over clothing and fastenings To show an understanding of how to store and transport equipment safely To adjust speed or change direction to avoid obstacles PE - Continue to develop physical literacy by exploring basic movement concepts. Experience working with different equipment and perform still movements and fine motor skills in isolation. Swimming to continue gaining confidence and developing basic water skills.</p>
<p>Personal, Social & Emotional Development</p>	<p>To show an increasing independence in selecting & carrying out activities To have an awareness of the boundaries set & behavioural expectations To seek out others to share experiences To express needs and feelings in appropriate ways To begin to accept the needs of others, with support To have a positive self-image and show that they are comfortable with themselves To have an awareness of how to manage own wellbeing</p>
<p>Creative Development</p>	<p>To talk about intentions, describing what they were trying to do To create 3D structures horizontally and vertically To notice and describe the texture of things To work creatively on a large or small scale To enjoy working both individually and collaboratively To engage in imaginative play based on own first-hand experience To develop role play by introducing a story line or narrative Music – singing; playing in time to a beat, clapping and playing a simple rhythm, listening and recognising two different beats played simultaneously.</p>



<p>Communication, Language & Literacy</p>	<p>To revise all initial sounds and to hear middle and sound endings. To blend and segment phonemes when reading and writing. To read key vocabulary from the reading scheme and high frequency words. To write letters using the correct formation and appropriate size. To begin to write on lines and to copy write rather than trace words. To be able to compose and write a sentence independently</p>
<p>Problem Solving Reasoning and Numeracy</p>	<p>To count and recognise numbers to 20, reciting numbers to 30. To count using the number square. To count in 2s 5s. To solve simple mental problems. Practise estimating. To understand addition and subtraction as a means of counting on and counting back along the number line. To learn o'clock and to be aware of the passage of time. Name 3 D shapes, and to increase maths vocabulary.</p>
<p>Knowledge & Understanding of the World</p>	<p>To learn about the People Who Help Us to keep healthy and safe. To understand that people have different occupations. To make comparisons between different environments. To identify any similarities when looking at schools in different countries and to use Google earth to find our own school location. RE focus: Some Christian stories and beliefs portray that Jesus welcomed children and changed people's lives. Christians pray to God to talk to him. ICT focus: To log in, log off, open a program and exit a program..</p>
<p>Physical Development</p>	<p>Gymnastics – refine core skills and focus on balance. Explore different ways to move using a variety of equipment. Dance- Working with music to piece together small routines using the lyrics as a guide. Games – Work with different implements and experience sending and receiving in different situations. Swimming - to continue gaining confidence and developing basic stroke technique.</p>
<p>Personal, Social & Emotional Development</p>	<p>To dress themselves and to choose resources independently. To understand the significance of the Feltonfleet Way and what is right and wrong and why. To put up their hand rather than interrupt. To form good relationships with adults and peers. To concentrate and sit quietly when appropriate and to have the confidence to initiate new ideas. To have a developing respect for their own culture and beliefs and those of other people.</p>
<p>Creative Development</p>	<p>To use their imagination in Art and Design and Music. To sing simple songs from memory. To use a variety of materials and tools and explore their textures for collage work. To use their imagination for role play and stories To be creative by using a wide range of materials to make 3 D models. Music: VF material, use of percussion, loud and softs, movement</p>