

	<ul style="list-style-type: none"> ● Listen to and talk about stories to build familiarity and understanding. ● Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. ● Use new vocabulary in different contexts. ● Listen carefully to rhymes and songs, playing attention to how they sound. ● Learns poems and songs. ● Engage in non-fiction books. ● Listen and talk about selected non-fiction to develop as deep familiarity with new knowledge and vocabulary (reception). ● Offers explanations for why things might happen, making use of recently introduced vocabulary from non-fiction (ELG)
<p><u>Physical Development:</u></p> <p>Fine motor skills</p> <p>Gross Motor skills</p>	<ul style="list-style-type: none"> ● Develop the foundations of a handwriting style which is fast, accurate and efficient (reception). ● 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, paintbrushes and cutlery. ● Begin to show accuracy and care when drawing. <ul style="list-style-type: none"> ● Develop overall body strength, balance, co-ordination and agility. ● Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future P.E. sessions and other physical disciplines including gymnastics and dance. ● Use their core muscle strength to achieve a good posture. ● Revise and refine fundamental movement skills they have already acquired. ● Progress towards a more fluent style of moving, with developing control and grace. ● Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. ● Know and talk about the different factors of their well being (reception).
<p><u>Personal, Social and Emotional:</u></p> <p>Self-regulation Managing self Building relationships</p>	<ul style="list-style-type: none"> ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance of others. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspective of others. ● Manage their own needs ● Work and play cooperatively and take turns with others. ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
<p><u>Expressive Arts and Design:</u></p> <p>Exploring and using media and materials</p>	<ul style="list-style-type: none"> ● Listen attentively, move to and talk about music, expressing their feelings and ideas. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Develop story lines in pretend play (reception).

Being imaginative	<ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. ● Make use of props and materials when role playing characters in narratives and stories. ● Invent, adapt and recount narratives and stories with peers and their teacher
<p><u>Understanding of the world:</u></p> <p>Past and Present People Cultures and communities</p> <p>The Natural world</p>	<ul style="list-style-type: none"> ● Draw information from a simple map ● Recognise some differences and similarities between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them (reception). ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Explain some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Know some similarities and differences between the natural world around them and contrasting environments.
Working Scientifically	<p>Questioning: What signs of spring might we see? What sort of place do X like to live? Why?</p> <p>Comparing: Tree from Winter to Spring photo</p> <p>Observing: Spring Walk – looking for signs of spring.</p> <p>Recording: Recording sciences of Spring using drawing / ICT media.</p>
Themed Weeks	
Learning Outside The Classroom	Drawings in the local area linked to maps.