

### **Physical Development**

- \*Experimenting with different ways of moving (running, jumping, hopping, skipping etc).
- \*Negotiating space effectively and safely e.g. using wheeled toys and playground equipment.
- \*Travelling with confidence and skill around, under, over and through balancing and climbing equipment.
- \* Using and holding a pencil correctly to write recognisable letters.
- \*Developing fine motor skills (to aid pencil control.)
- \*Practising some appropriate safety measures without direct supervision.
- \*Showing understanding of the need for safety when tackling new challenges and considers and manages some risks.
- \*Showing an understanding of how to transport and store equipment safely.

### **Personal, Social, Emotional Development**

- \*Initiating conversations and taking into account ideas of others.
- \*Explaining own knowledge and understanding and asks appropriate questions of others.
- \*Taking steps to resolve conflicts with others.
- \*Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.
- \*Understanding that own actions affect other people e.g. comforting a child if they are aware that they have upset them.
- \*Beginning to be able to negotiate and solve problems through compromise.

### **Communication and Language**

- \*Listening and responds to ideas expressed by others in conversation or discussion.
- \*Maintaining attention, concentration and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.
- \*Following instructions containing more than one part.
- \*Following stories without pictures or props.
- \*Understanding 'how' and 'why' questions relating to stories heard and activities experienced both in and out of school.
- \*Linking statements to a main theme or intention.
- \*Using appropriate vocabulary when engaged in imaginative play.
- \*Talking to others in a variety of situations, becoming confident when speaking in a familiar group.
- \*Introducing a storyline or narrative into their play.

## **Spring 1**

### **Towers and Turrets**



### **Expressive Arts and Design**

- \*Understanding that different media can be combined to create new effects.
- \*Selecting appropriate resources and adapts work where necessary.
- \*Constructing with a purpose in mind using a variety of resources.
- \*Choosing particular colours to use for a purpose.
- \*Beginning to build a repertoire of songs and dances.
- \*Building stories when engaged in imaginative play.
- \*Introducing a storyline into their play.
- \*Playing co-operatively as part of group to develop and act out a narrative.

### **Understanding the World**

- \*Talking about significant events within their own experience.
- \*Enjoying joining in with family customs and routines.
- \*Showing care and concern for living things and the environment.
- \*Developing an understanding of growth and change over time e.g. Summer to Autumn.
- \*Understanding how some aspects of life were different when living in a castle.
- \*Using a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs.
- \*Being able to program Bee Bots.
- R.E** \* 'Special People.' Children to bring to school a photograph of a person who is special to them.

### **Literacy**

- \*Storytelling using 'Talk for Writing' (using specific actions for storytelling language).
- \*Segmenting sounds in simple words and blend them together knowing which letters represent some of them.
- \*Beginning to read words and simple sentences.
- \*Enjoying an increasing range of books.
- \*Continuing a rhyming string and write some rhyming words.
- \*Beginning to write captions and labels.
- \*Writing single sounds using the correct letter formation.
- \*Writing the initial sounds of words and beginning to segment and write sounds in three and four letter words.
- \*Using some clearly identifiable letters to communicate meaning.
- \*Attempting to write short sentences in meaningful contexts.

### **Mathematics**

- \*Matching numerals and sets of objects up to 10 (extend to 20).
- \*Counting, recognising and ordering numbers up to 10 (extend to 20).
- \*Writing numbers to 10 using the correct formation.
- \*Counting an irregular arrangement of up to 10 objects.
- \*Finding one more and one less from a group of objects up to 10.
- \*Solving problems using the language of adding and subtracting.
- \*Estimating how many objects they can see and checks by counting them.
- \*Using the language of 'more' and 'fewer' to compare two sets of objects.
- \*Beginning to use mathematical names for solid shapes and can describe some of their properties.
- \*Using familiar objects and common shapes to build models.