

Personal Social Emotional Development (PSED)

- Show an understanding of own feelings, and those of others, adapting behaviour accordingly.
- Develop confidence in trying new activities and demonstrate resilience.
- Children show focused attention to what an adult says and can follow instructions.
- Developing strategies to manage emotions.
- Continue to develop and manage own hygiene and personal needs, including the importance of healthy food choices.
- Continue to develop positive relationships with adults and peers and sensitivity to the needs of others.
- Understand and follow rules and routines.

Physical Development (PD)

- To negotiate space and obstacles safely and demonstrate strength, balance and coordination when playing.
- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- To continue to develop an effective pencil grip in preparation for fluent writing, using the tripod grip in most cases.
- To develop effective control of small tools and equipment including scissors and cutlery.

Communication and Language (CL)

- Children to listen attentively and show understanding of what they hear through relevant questions, comments or actions.
- Key worker group opportunities allow children to offer own ideas to discussions, using new vocabulary when appropriate and full sentences with correct tenses, modelled by adult.
- Explore the different roles people have and talk about them, expressing their ideas and feelings, holding conversations with back and forth exchanges.

RE Christmas/ Revelation

To know about the different parts of the Christmas story and that at Christmas we celebrate the birth of Jesus and give thanks to God. To know what a priest is and what he does. To know that we go to church to pray and that Sunday is a special day. To listen to the story of the feeding of the 5,000. To find out about the Sikh faith.

Winter/ People who help us Spring 1 2024

Possible activities depending on children's interests



Understanding the World (UW)

- Talk about the lives of some of the people around them and their roles in society. (Visits into school from people who help us.)
- Learn more about the role of emergency services and relevant vocabulary.
- Show understanding of seasonal changes observing the immediate environment, including changing states of matter (Ice/snow to water)
- Find out about how certain animals adapt to climate. Look at polar lands and how penguins etc live and survive. Understand some differences between our contrasting environments.
- Find out about how and why the Chinese New Year is celebrated (10.02.24)

Expressive Arts & Design (EAD)

- Create models/pictures out of different materials, refining ways of joining together and introducing colour mixing with palettes and smaller brushes.
- Producing models and pictures to represent things we have learnt about from visitors or through books and use of the internet.
- Invent, adapt and recount narratives with peers and adults. (Create an additional role play area for emergency services).
- Sing and perform a range of well-known and new songs and rhymes, and when appropriate try to move in time to music.

Mathematics (M)

- Introducing zero; develop children's understanding that zero represents the absence of something. Find, subitise and represent numbers from 0-5. Building on knowledge of 'one more' and 'one less'.
- Further explore mass and discover how to find a balance. Build on their understanding of 'full' and 'empty' to further investigate different capacities.
- Find, represent and investigate the composition of 6, 7 and 8.
- Further investigation of one more and one less when working with numbers from 0-8.
- Making pairs; know a pair is 2.
- Doubling to 8 (know that doubling means twice as many).
- Combining two groups to find how many altogether.
- Exploring and comparing length and height.

Literacy (L)

- Develop consistently correct formation when writing name, phrases, sentences etc.
- Phase 3 letters and sounds: recognise and write Phase 3 graphemes and tricky words.
- Begin to read words consistent with their phonic knowledge by sound blending.
- Demonstrate understanding of what's been read to them by retelling stories in own words, including use of recently introduced vocabulary.
- Anticipate key events in stories.
- Begin to write simple phrases and sentences that can be read by others and which are phonetically plausible.