

Personal, Social and Emotional Development:

To be able to talk about your own and others' feelings as well as behaviour and its consequences.

To be proactive in seeking adult support and able to articulate your wants and needs.

To be able to negotiate to solve problems.

To be able to use strategies such as breathing, sitting in a quiet space or holding objects from our emotions box to calm down more independently.

Communication:

To be able to follow a story without pictures or props.

To continue to develop your ability to express yourself effectively, showing awareness of listeners' needs.

To further develop your vocabulary- especially by grouping and naming, exploring the meaning and sounds of new words.

To be able to introduce a storyline into your play.

Physical Development:

To develop use of a controlled tripod pincer grip and begin to form most letters correctly.

To practise dressing yourself in preparation for changing for PE at school after Half Term.

To develop your scissor grip to include a supportive index finger.

Storytelling

Literacy:

Embedding knowledge of Set 1 sounds including correct letter formation.

Introducing Set Two sounds- ay, ee, igh, ow, oo, oo, ar, or, air. Developing ability to identify vowels. Recapping and introducing common irregular words e.g. I, the, a, me, he, she, we, so, to, who, was...

Developing skills for reading. Reading CVC words by blending sounds.

To begin to write CVC words, short phrases and sentences.

Mathematics:

To increase confidence in subitising by continuing to explore patterns within 5 as well as some greater than 5.

To experience patterns which show a small group and '1 more' and continue to match arrangements to finger patterns.

To continue to develop verbal counting to 20 and beyond.

To continue to develop object counting skills, using a range of strategies to develop accuracy.

To continue to link counting to cardinality, including using your fingers to represent quantities between 5 and 10.

To order numbers, linking cardinal and ordinal representations of number.

To practise recalling 'missing' or 'hidden' parts for 5.

To explore the composition of 6, linking this to familiar patterns, including symmetrical patterns.

To begin to see that numbers within 10 can be composed of '5 and a bit'.

To begin making simple maps of familiar and imaginative environments, with landmarks

Expressive Arts and Design:

To make music in a range of ways and develop a repertoire of songs and dances.

To choose particular movements, instruments/ sounds, colours and materials for your own imaginative purposes.

To act out a narrative as part of a group.

Understanding the World:

To know about similarities and differences in relation to places, objects, materials and living things.

To describe your immediate environment using knowledge from observations, stories and maps.

Talk about the lives of people around them and their roles in society.

RE- Who did Jesus Spend Time With?