


<p>Communication and Language</p> <p>Listening and attention:</p> <ul style="list-style-type: none"> ♣ Listen attentively in a range of situations; ♣ Give their attention to what others say and respond appropriately, while engaged in another activity. <p>Understanding</p> <ul style="list-style-type: none"> ♣ Answer 'how' and 'why' questions about their experiences and in response to stories or events. <p>Speaking</p> <ul style="list-style-type: none"> ♣ Use past, present and future forms accurately when talking about events that have happened or are to happen in the future, using stories. ♣ Develop their own narratives and explanations by connecting ideas or events. 	<p>Personal, Social and Emotional Development</p> <p>Children know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth-brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Writing a healthy me booklet, developing an exercise routine</p>	<p>Physical Development</p> <ul style="list-style-type: none"> • Further develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Further develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Literacy</p> <p>Reading:</p> <ul style="list-style-type: none"> ♣ Read and understand simple sentences; Use phonic knowledge to decode regular words and read them aloud accurately; Read some common irregular words; <p>Writing:</p> <ul style="list-style-type: none"> ♣ Use phonic knowledge to write words in ways which match their spoken sounds; ♣ Write simple sentences which can be read by themselves and others. ♣ Spell some words correctly and make phonetically plausible attempts at others. <p>Main texts:</p> <p>Eddie's garden, The Tiny Seed, The Hungry Caterpillar, Aaargh Spider, The Selfish Crocodile, Alan's Teeth.</p>
<p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills <p>Sunflower art</p> <p>What would the world really look like to a spider? Children draw 'the spider's eye view'.</p> <p>Minibeasts from salt-dough</p> <p>Egg box caterpillars</p> <p>Junk model spiders</p> <p>Creating a family tree</p>	<p>In the garden</p> 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants (creating a class garden). • Understand the key features of the life cycle of a plant and an animal. (<i>The Tiny Seed and The Hungry Caterpillar</i>) • Begin to understand the need to respect and care for the natural environment and all living things • Explore the natural world around them. (<i>pond-dipping, mini-beast search</i>) • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them (<i>Why are we planting now? What we use plants for.</i>) 	
<p>Mathematics</p> <ul style="list-style-type: none"> • Count objects, actions and sounds (<i>Hungry Caterpillar -how much did he eat altogether?</i>) • Subitise and compare numbers. (how many plants can you see?) • Link the number symbol with its cardinal number value. (<i>which vegetable was eaten fourth.?</i>) • Count beyond ten. (<i>Counting mini-beasts we find, counting seeds</i>) • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. (<i>design a garden</i>) • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (<i>spider webs</i>) • Continue, copy and create repeating patterns. (<i>Butterflies, flowers</i>) • Compare length (<i>sunflower height</i>), weight (<i>soil</i>) and capacity (<i>flower pots</i>). 			