










| Personal, Social and Emotional Development   |   |   | Communication and Language   |   |
|--|---|---|--|---|
| <p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>Children will continue to be supported to work towards simple goals and to wait for things they want, beginning to control some impulsive actions.</li> <li>Children will be learn to focus their attention on what their teacher says. They will be given the opportunity to develop following instructions that involve several actions or ideas carefully.</li> <li>Children will be supported through emotional coaching to recognise their own, and others, emotions and regulate their behaviour accordingly.</li> </ul>  | <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Children will have the opportunity to independently manage their own needs, such as going to the toilet, getting dressed and putting their coat on.</li> <li>Children will be encouraged to explain rules and why we have them.</li> <li>Children will learn to talk about why we have healthy foods and need to exercise.</li> </ul>  | <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Children will continue to build and maintain positive relationships with school staff and their peers.</li> <li>Children will have opportunities to learn to take turns with others and share resources.</li> <li>Children will be encouraged to show sensitivity towards the needs of others in their class.</li> </ul>  | <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>Children will continue to develop their listening skills to show they can listen attentively and respond to what they have heard with comments, questions and actions.</li> <li>Children will be supported to consistently hold conversations, with back-and-forth interactions with teachers and peers, developing their independence in this.</li> <li>Children will listen to familiar stories, building understanding, and developing their range of vocabulary.</li> </ul> | <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Children will have the opportunity to independently articulate their ideas and thoughts in sentences, beginning to use connectives, as well as being supported with the correct use of past and present tense.</li> <li>Children will have the opportunity to offer explanations for why things have happened.</li> <li>Children will have the opportunity to continue to expand vocabulary through stories.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> |
| Literacy   |   |   | Physical Development   |   |
| <p><b>Phonics</b></p>  <p>Children will be developing their awareness of and practicing:</p> <ul style="list-style-type: none"> <li>Saying, reading, writing single letter sounds of the alphabet</li> <li>Children will learn to say, read and write at least 10 types of letter groups that make 1 sound.</li> <li>Reading and spelling words with 3 or 4 sounds.</li> <li>Reading simple sentences that contain Set 1 sounds.</li> <li>Children will have the opportunity to talk about the books they have read.</li> </ul>  | <p><b>Comprehension and Writing</b></p> <p><u>This term we are focusing on writing:</u></p> <p>Labels<br/>Lists<br/>Simple captions<br/>Simple sentences<br/>Simple stories</p> <p><u>Our key texts this term will be:</u></p> <p>We're Going on a Bear Hunt<br/>Never Share a Book with a T Rex<br/>Monkey Puzzle<br/>Rumble in the Jungle<br/>Snail and The Whale<br/>Sharing A Shell<br/>Pirates Love Underpants</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">     </div> | <p><b>Gross Motor</b></p> <p>Children will have the opportunity to travel over, under, through and around equipment confidently. They will have the opportunity to show that they can negotiate space successfully when playing racing and chasing games, adjusting speed and direction to avoid obstacles.</p> <p>Children will have the opportunity develop their control over objects by pushing, patting, throwing, catching or kicking.</p> <p><b>Fine Motor</b></p> <p>Children will continue to develop their control and coordination of small-scale movements. We will be ensuring that children consistently hold their pencils using a tripod grip, forming recognisable letters with some accuracy. Children will improve small scale movements through the safe and effective use of simple one handed tools, with increasing control.</p> | <p><b>PE</b></p> <p>Children will continue to develop their skills in getting changed independently, including undoing and doing up buttons and zips.</p> <p>Children will play team games that require them to negotiate space, change direction and change pace.</p> <p>Children will work on ball skills by developing throwing, catching, rolling and batting.</p>   |   |

**Maths**

**Mastering Number (NCETM)**

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

**Understanding the World**

**People, Culture and Communities, Past and Present**

Children will have the opportunity to learn through stories about significant people from our past and think about how they have changed the world for today, for example, Mary Anning and Greta Thunberg. Children will learn to talk about life for people in different countries and cultures and how they differ from our local environment or culture.

Significant cultural events:

St. Georges Day



**The Natural World**

Children will explore the world around them by observing the change of season to spring and then summer. Through visits to forest school, children will notice seasonal changes and explore how plants grow and flower. We will also look at how we can care for our environment and the animals who live there. Children will also explore what the environment is like in the Jungle and Under the Sea and begin to compare life in these places to life at home in Tamworth. We will also observe how plants/flowers/animals continue as the seasons change to summer.



**Exploring Media and Materials**

**Creating with Materials**

Children will continue to explore colour, texture, form, design and function. Children will be given opportunities to plan and create their designs, while also talking to others about their creations. They will be encouraged to talk about what they like about other creations and begin to adapt and edit their own work.

- Summer scenes
- Animal masks
- Dinosaur models
- Observation drawings of animals and minibeasts

**Being Imaginative and Expressive**

The children will have the opportunity to adapt and invent narratives and stories, and act out their own life experiences, through role play and the use of small world resources.

Role Play: Dinosaur Explorer Lab, The Jungle, Seaside & Pirates

In music lessons, children will be singing songs and exploring creating different sounds using a range of instruments.

- Dinosaur music
- Animal Songs
- Pirate songs