

**Maths**

* to be able to use mathematical names for 2d and 3d shapes and mathematical terms to describe shapes.
* to be able to describe their relative position such as “behind” or ““next to”
* to be able to order 2 items by weight or height.
* to be able to find the total number of items in 2 groups.
* to be able to say a number which is one more than a given number.
* to be able to use the vocabulary involved in adding and subtracting in practical activities.
* to be able to record marks they can explain and interpret.

**Understanding of the World**

* to enjoy joining in with family customs.
* to look closely at similarities, differences, patterns and change.
* to use ICT hardware to interact with age appropriate software

**Literacy**

* To be able to segment the sounds in simple words and blend them together.
* To be able to use some clearly identifiable letters to communicate meaning.
* To be able to attempt to write short sentences in meaningful contexts.
* To be able to read words and simple sentences.
* To be able to know that information can be retrieved from books.
* Phonics Phase Three

**Personal, Social Emotional Development**

* to be able to take steps to resolve conflicts with other children e.g. finding a compromise.
* to be able to speak to others about own wants, needs, interests and opinions.
* to be able to describe self in positive terms and talk about abilities.
* to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.

**Physical Development**

* to show an understanding of how to transport and store equipment safely.
* to be able to jump off an object and land appropriately
* to travel with confidence and skill around, under, over and through balancing equipment.
* to show increasing control over an object in pushing, patting, throwing or catching it.
* to use handle simple tools, construction and malleable materials safely and with increasing control.

**Communication and Language**

* to be able to maintain attention, concentrate and sit quietly during appropriate activity.
* to be able to listen and respond to ideas expressed by others in conversation.
* to be able to respond to instructions involving a 2 part sequence.
* to be able to use talk to organise, sequence and clarify thinking, ideas, feelings and events.
* to be able to link statements and sticks to a main theme or intention.

**Expressive Art and Design**

* to select appropriate resources and adapts work where necessary
* to select the tools needed to shape assemble and join materials they are using.
* to play cooperatively as part of a group to develop and act out a narrative.
* to introduce a storyline into their play.

**SPRING TWO**

**WHEN I GROW UP…**