

Communication and Language

- to understand “why” and “how” questions.
- to follow a story without pictures
- to extend vocabulary, especially by grouping exploring the meaning and sound of new words.
- to use language to imagine and recreate roles and experiences in play situations.
- to use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- to follow directions
- to maintain attention, concentrate and sit quietly during appropriate activity
- to use language to imagine and recreate roles and experiences in play

Physical Development

- To be able to show an understanding of the need for safety when tackling new challenges and considers some risks.
- To be able to show an understanding of how to transport equipment safely.
- To be able to experiment with different ways of moving.
- To be able to jump off an object and land appropriately.
- To be able to handle tools, objects, construction materials and malleable materials safely.
- To be able to form recognisable letters.

Personal, Social Emotional Development

- to be able initiate conversations, attend to and takes account of what others say.
- to take steps to resolve conflicts with other children, eg finding a compromise.
- to be confident to talk to other children when playing and will communicate freely about their own home and community.
- to be confident to speak to others about their own wants, needs, interests and opinions.
- to accept the needs of others and can take turns and share resources.
- to be aware of the boundaries set, and of behavioural expectations in the settings.

Literacy

- Phonics Phase two and three
- to link sound to letters, naming and sounding letters of the alphabet.
- Join in with repeating refrain and phrases in stories
- to use some clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence.
- to write their own name and other things such as labels, captions.
- to write short sentences in meaningful contexts.
- to know information can be relayed in the form of print.
- to know that print carries meaning and is read from left to right and top to bottom.
- to segment the sounds in simple words and blend them together and knows which letters represent some of them.
- to read words and simple sentences.



SPRING ONE TRADITIONAL TALES

Maths

- to count objects to 10, and beginning to count beyond 10.
- to select the correct numeral to represent 1-5 then 1-10 objects
- to order 2-3 objects by height or weight
- to say the number that is one more and 1 less than a given number.
- to find the total number of items in 2 groups by counting all of them.
- to use the vocabulary involved in adding and subtracting in practical activities.
- to create teen numbers using concrete and pictorial objects to represent 10s and 1s
- to count reliably with numbers from 1-20
- to begin to use everyday language related to money

Understanding of the World

- to be able show an interest in different occupations and ways of life.
- to be able to enjoy joining in with family customs and routines.
- to be able to talk about why things happen and how things work.
- to be able to look closely at similarities, differences, pattern and change.
- to be able to complete a simple program on a computer.
- to be able to use ICT hardware to interact with age – appropriate computer software.



Expressive Art and Design

- to explore the different sounds of instruments.
- to explore what happens when they mix colours.
- to introduce a storyline or narrative into their play.
- to play co-operatively as part of a group to develop and act out a narrative.
- to construct with a purpose in mind, using a variety of resources.
- to select tools and techniques to shape, assemble and join materials they are using.