

**Personal, Social, Emotional Education**

See themselves as a valuable individual.  
Build constructive and respectful relationships.  
Express their feelings and consider the feelings of others.  
Show resilience and perseverance in the face of challenge.  
Identify and moderate their own feelings socially and emotionally.



Learning the rules and routines of the classroom, knowing how to tidy up and put things in their correct place

Carpet time – how we can discuss and listen to each other

**Physical Development**

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.



Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, brushing our teeth, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.



**Understanding of the World**

Understand the effect of changing seasons on the natural world around them.



Describe what they see, hear, and feel whilst outside.

Discuss what type of clothes they wear, different types of activities they do in the different seasons and food and drink that you have. What does Winter look like? What does Spring look like?

Look at castles, queens and kings through the use of different stories such as 'Sleeping Beauty'

Understand that some places are special to members of their community

Learn about different celebrations

Chinese New Year  
Valentine's Day  
Mother's Day  
Easter



Role play with costumes/puppets/small world figures

Recognise some environments that are different to the one in which they live.

### Communication and Language

Articulate their ideas and thoughts in well-formed sentences.  
Connect one idea or action to another using a range of connectives.  
Engage in non-fiction books.  
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  
Describe events in some detail  
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

What happens next/ making up own endings to stories. How, who, where, when.....

Reciting and retelling stories, then going on to write their own, using their imagination  
Their own experiences of similar things that happen in the stories we read



### Texts used as the basis for their written work and activities

Little Penguin Lost  
Arctic Non-fiction texts  
3 Little Pigs  
The Gruffalo  
Zog  
Room on the Broom  
Puff the Magic Dragon  
Sleeping Beauty  
Foggy Foggy Forest  
Chinese New Year story  
How to catch a Dragon  
Dragon Post  
The Trouble with Dragons



### Expressive Art and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Making their own castle/armour/tiara for role play

Create a collage of a dragon



Explore and engage in music making and dance.

Music – the children will develop their ability to use their voices expressively and creatively when singing as well as using various un-tuned instruments. This will be done through the scheme of Charanga.

### Maths

- Number work – through the use of continuous provision
- Comparing weight and capacity
- Combining groups
- Length and height
- Time
- Number bonds to 10
- 2D shapes



### Computing

Children will continue to use Purple Mash, to develop various ICT skills as well as programmable toys and apps on the ipads.



