









	Term 1	Term 2	State of Being
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Select and use activities and resources to help them achieve a goal.</li> <li>Become more outgoing with unfamiliar people within a safe context.</li> <li>Show more confidence in new social situations</li> </ul>	<ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Understand how others might be feeling.</li> </ul>	<p>Philosopher</p> 
Communication and Language	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen to and talk about stories</li> <li>Learn and use new vocabulary</li> </ul>		
Physical Development	<p><b>Theme: Bike Ride/ Pirate Adventure</b></p> <ul style="list-style-type: none"> <li>Follow instructions and practise safety</li> <li>Explore different ways of moving</li> <li>Balance on one leg</li> </ul>	<p><b>Theme: Space/ Jungle Adventure</b></p> <ul style="list-style-type: none"> <li>Work safely with a partner</li> <li>Jump and land safely</li> <li>Demonstrate a seated balance</li> </ul>	<p>Athlete</p> 
Reading	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Listen to and talk about stories</li> <li>Uses finger to track words whilst reading</li> <li>Uses picture clues and context to read unfamiliar words</li> <li>Uses knowledge of single letter sounds when reading.</li> <li>Hears and says initial sounds</li> <li>Recognises rhyming words</li> <li>Recognises single letter sounds</li> <li>Blends sounds together to read words</li> <li>Beginning to read simple phrases</li> <li>Recognises Reception Red words: Sets 1-4</li> </ul>		<p>Reader</p> 

Writing	<ul style="list-style-type: none"><li>• Gives meaning to marks as they draw, write and paint</li><li>• Use tripod grip when holding a writing implement</li><li>• Hears and says initial sounds in words</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Writes own name</li><li>• Uses some clearly identifiable letters to communicate.</li></ul>	<ul style="list-style-type: none"><li>• Continues a rhyming string</li><li>• Can segment the sounds in simple words and blend them together</li><li>• Write labels, captions and other forms of writing.</li></ul>	Author 
Mathematics	<ul style="list-style-type: none"><li>• Sorts objects into groups</li><li>• Compares two groups of objects using comparison language including more, fewer, same, equal</li><li>• Count aloud to 10</li><li>• Count objects to 5</li><li>• Links numerals and amounts up to 5</li><li>• Begins to use symbols, marks and numerals</li><li>• Subitise amounts shown on fingers up to 5</li><li>• Explores and recalls composition of numbers up to 5</li><li>• Continue and create a two-item pattern (ABAB)</li><li>• Continue a three-item pattern (ABC, ABB, ABBC)</li></ul>		Mathematician 
Understanding the world	<b>Enquiry: Who am I?</b> <ul style="list-style-type: none"><li>• Talk about members of their immediate family and community</li><li>• Name and describe people who are familiar to them</li></ul>	<b>Enquiry: How do we celebrate?</b> <ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li><li>• Understand that some places are special to members of their community.</li></ul>	Philosopher 

Expressive Arts and Design	<p><b>Music: Rhythm (Handa's Surprise)</b></p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p><b>Art: Pencil Drawings</b></p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pencils.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<p><b>Art: Chalks &amp; Pastels</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Explore colour and colour mixing.</li> <li>• Explore use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p>Musician</p>  <p>Artist</p> 
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