

Term and Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Learning Themes					
	The Gruffalo	Jim and the Beanstalk Christmas	Traditional Tales	Our Super heroes	Mini Beasts	Going on an adventure.
(Entry point) Trips/Visitors		Visit from the Giant	Letter from Gingerbread Man	People from around school to come and say how they help us.	<u>Ugly Bug Ball</u>	Alien spaceship crash in outdoors
(Exit point) Trips/Visitors		Santa's Elf	Teddy Bears Picnic	Police/dentist visit	Trip Broomhills Farm Forest schools	Maryport Aquarium.
<b>Personal, Social &amp; Emotional Development</b>	The children will learn routines and expectations within their new classroom setting. They will make new friends and be confident to speak to others about themselves and their family.	Children will be encouraged to share their own knowledge and to ask appropriate questions of others. We will help children to understand that their actions can affect how other people feel. Adults will support children when sharing with others.	Children will learn how to negotiate and solve problems with other children.  We will be looking at what makes us unique and children will be talking positively about their own abilities.	We will be helping children to understand that their actions can affect how other people feel. Children will continue to work on sharing, turn taking and resolving conflicts.	Children will talk about how they and others show feelings. They will show understanding of others feelings. They will learn that some what is right and what is wrong regarding their behaviour.	Children will play cooperatively, taking turns with each other. Children will talk about their own and others behaviour. They will adjust their behaviour to different situations - School visit, assemblies etc.
<b>Links to Development Matters</b>	<p><b>Managing Feelings &amp; Behaviour</b></p> <ul style="list-style-type: none"> <li>Aware of the boundaries set, and of behavioural expectations in the setting (ongoing throughout daily routines).</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> </ul> <p><b>Self Confidence &amp; Self Awareness</b></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs and</li> </ul>	<p><b>Managing Feelings &amp; Behaviour</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul> <p><b>Self Confidence &amp; Self Awareness</b></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinion.</li> </ul>	<p><b>Managing Feelings &amp; Behaviour</b></p> <ul style="list-style-type: none"> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Self Confidence &amp; Self Awareness</b></p> <ul style="list-style-type: none"> <li>Can describe self in positive terms and</li> </ul>	<p><b>Managing Feelings &amp; Behaviour</b></p> <ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>Children are confident to try new activities, and say why they like some activities more than others. They say when</li> </ul>	<p><b>Managing Feelings &amp; Behaviour</b></p> <ul style="list-style-type: none"> <li>They work as part of a group or class, and understand and follow the rules.</li> <li>They adjust their behaviour and take changes of routine in their stride.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others.</li> <li>They take account of one another's ideas.</li> </ul> <p><b>Self Confidence &amp; Self Awareness</b></p> <ul style="list-style-type: none"> <li>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen</li> </ul>	<p><b>Managing Feelings &amp; Behaviour</b></p> <ul style="list-style-type: none"> <li>Children know some ways to manage their feelings and are beginning to use these to maintain control.</li> <li>They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</li> <li>They know when and how to stand up for themselves appropriately.</li> <li>They can stop and think before acting and they can wait for things they want.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution.</li> <li>They understand what bullying is and that this is unacceptable behaviour.</li> </ul> <p><b>Self Confidence &amp; Self Awareness</b></p> <ul style="list-style-type: none"> <li>Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy.</li> </ul>

	wants.		talk about abilities.	they do or don't need help.	activities.	<ul style="list-style-type: none"> <li>• They are resourceful in finding support when they need help or information.</li> <li>• They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</li> </ul>
<b>Communication &amp; Language</b>	The children will talk about themselves, their family and friends.	<p>Children will develop their listening and attention skills during a variety of different activities.</p> <p>They will listen and respond to others in conversation and discussion.</p>	<p>Children will develop their speaking skills by organising, sequencing and clarifying thinking, ideas, feelings and events.</p> <p>They will develop their own storylines into their play and act out with friends.</p>	<p>Children will listen to a variety of stories, accurately anticipating key events and respond to what they hear with relevant comments and questions.</p> <p>Children will answer how and why questions in response to a range of stories.</p>	<p>Children will act out several instructions for planting a seed using T4W actions. They will then follow these instructions to plant their own seed.</p> <p>Children will use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Children will continue to develop their listening and attention, showing sustained concentration during a range of different activities.</p> <p>They will confidently express their own views when talking about characters and events within different stories, and answer questions about why things happened.</p>
<b>Links to Development Matters</b>	<p><b><u>Listening &amp; Attention</u></b></p> <ul style="list-style-type: none"> <li>• Maintains attention concentrates and sits quietly during appropriate activity.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence.</li> <li>• Understands humour, e.g. nonsense rhymes, jokes.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<p><b><u>Listening &amp; Attention</u></b></p> <ul style="list-style-type: none"> <li>• Maintains attention concentrates and sits quietly during appropriate activity.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> </ul>	<p><b><u>Listening &amp; Attention</u></b></p> <ul style="list-style-type: none"> <li>• Two-channelled attention – can listen and do for short span.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feeling and events.</li> <li>• Introduces a storyline or narrative.</li> </ul>	<p><b><u>Listening &amp; Attention</u></b></p> <ul style="list-style-type: none"> <li>• They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Children listen attentively in a range of situations</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Children express themselves effectively, showing awareness of listeners' needs.</li> </ul>	<p><b><u>Listening &amp; Attention</u></b></p> <ul style="list-style-type: none"> <li>• They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Children follow instructions involving several ideas or actions.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>• They develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<p><b><u>Listening &amp; Attention</u></b></p> <ul style="list-style-type: none"> <li>• Children listen to instructions and follow them accurately, asking for clarification if necessary.</li> <li>• They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• After listening to stories children can express views about events or characters in the story and answer questions about why things happened.</li> <li>• They can carry out instructions which contain several parts in a sequence.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Children show some awareness of the listener by making changes to language and non-verbal features.</li> <li>• They recount experiences and imagine possibilities, often connecting ideas.</li> <li>• They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</li> </ul>

<p><b>Physical Development</b></p>	<p>The children will begin to negotiate space when playing games with others, changing direction and speed.</p> <p>They will experiment with different ways of moving. Children will also practise their fine motor skills through a range of activities within their setting.</p>	<p>The children will experiment with different ways of moving. They will practise to travel over, around and under different equipment.</p>	<p>Children will develop their coordination and control when using different equipment when pushing and patting objects.</p> <p>Children will practise throwing and catching skills, working independently and with a partner.</p> <p>They will begin to understand the importance of handling and moving equipment safely.</p>	<p>Children will move with confidence in a range of ways, safely negotiating space.</p> <p>Children will be taught the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Children will learn how to show good control and co-ordination in large and small movements using the apparatus in the hall.</p> <p>Children will practice kicking with increasing control and coordination.</p> <p>They will manage their personal needs successfully when undressing and dressing for PE.</p>	<p>Children will be encouraged to dress and undress independent, successfully fastening buttons.</p> <p>Children will talk about how to keep fit and healthy, giving examples of healthy choices for healthy eating and exercise.</p> <p>They will learn how to move in time to music and children will develop their own dance sequence.</p>
<p><b>Links to Development Matters</b></p>	<p><u><b>Moving &amp; Handling</b></u></p> <ul style="list-style-type: none"> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Experiments with different ways of moving.</li> </ul> <p><u><b>Health and Self-care</b></u></p> <ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good</li> </ul>	<p><u><b>Moving &amp; Handling</b></u></p> <ul style="list-style-type: none"> <li>Jumps off an object and lands appropriately.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p><u><b>Health and Self-care</b></u></p> <ul style="list-style-type: none"> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> <li>Practices some appropriate safety</li> </ul>	<p><u><b>Moving &amp; Handling</b></u></p> <ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul> <p><u><b>Health and Self-care</b></u></p> <ul style="list-style-type: none"> <li>Shows understanding of how to transport and store equipment safely</li> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> </ul>	<p><u><b>Moving &amp; Handling</b></u></p> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> </ul> <p><u><b>Health and Self-care</b></u></p> <ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>	<p><u><b>Moving &amp; Handling</b></u></p> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>They handle equipment and tools effectively, including pencils for writing.</li> </ul> <p><u><b>Health and Self-care</b></u></p> <ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>They manage their own basic hygiene and personal needs successfully, including dressing and</li> </ul>	<p><u><b>Moving &amp; Handling</b></u></p> <ul style="list-style-type: none"> <li>Children can hop confidently and skip in time to music.</li> <li>They are able to hold paper in position and use their preferred hand for writing, using a correct pencil grip.</li> <li>They begin to be able to write on lines and control letter size.</li> </ul> <p><u><b>Health and Self-care</b></u></p> <ul style="list-style-type: none"> <li>Children know about, and can make healthy choices in relation to, healthy eating and exercise.</li> <li>They can dress and undress independently, successfully managing fastening buttons or laces.</li> </ul>

	health (ongoing throughout PE)	measures without direct supervision.			going to the toilet independently.	
<b>Literacy</b>	<p>Children will practise writing their name. They will start to learn letter sounds and begin to blend them together.</p> <p><b>Key texts</b></p> <p>The Gruffalo Stick Man The Three Little Pigs</p>	<p>Children will learn how to segment and blend sounds together to read simple words. They will begin to segment sounds in simple words, linking sounds correctly to the letter and write them in order.</p> <p><b>Key texts</b></p> <p>Room on the Broom Jack and the Beanstalk Jim and the beanstalk The Jolly Christmas Postman</p>	<p>Children will continue to develop their accuracy when blending sounds together and will begin to read simple sentences.</p> <p>When attempting to spell words, children will use clear identifiable letters, representing some sounds in the correct sequence. They will learn to break down the flow of speak into words and attempt to simple sentences.</p> <p><b>Key texts</b></p> <p>The Gingerbread Man Goldilocks and the three bears Chicken Licken</p>	<p>Children will be encouraged to use their phonic knowledge to write words in ways which match their spoken sounds. and others. They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p><b>Key texts</b></p> <p>People who help us books. Teachers, Parents, Emergency services etc.</p> <p>Super Dog Supertato</p>	<p>Children will develop their fluency when reading simple sentences. They will demonstrate their understanding of what they have read when talking to others.</p> <p>Children will develop their sentence writing skills. They will write sentences which can be read by themselves and others. Spelling some words correctly and using phonic knowledge to attempt more complex words.</p> <p><b>Key texts</b></p> <p>Fantastic minibeasts The Very hungry Caterpillar Super work Araghhh spider The very busy bee Norman the snail with a silly shell What the Ladybird heard.</p>	<p>When reading, children will use a range of strategies to read unfamiliar words and will describe the main events in simple stories which they have read.</p> <p>Children will use T4W to develop their own stories. They will write their sentences, spelling many high frequency words correctly and attempting words of more than one syllable.</p> <p><b>Key texts</b></p> <p>Aliens love underpants What ever next Alien Tea on Planet Zum Zee 10 little Pirates The night Pirates</p>
<b>Links to Development Matters</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Can segment the sounds in simple words.</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>Can segment the sounds in simple words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Gives meaning to marks they make</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Can segment the sounds in simple words and blend them together and knows which letter represents some of them.</li> <li>Begins to read words and captions.</li> <li>Enjoys an increasing range of books.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Can segment the sounds in simple words and blend them together.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Begin to read simple sentences.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Writing</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Children read and understand simple sentences.</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>They also read some common irregular words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>They also write some irregular common words.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>They demonstrate understanding when talking with others about what they have read.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>They write simple sentences which can be read by themselves and others.</li> <li>Some words are spelt correctly and others are phonetically plausible.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</li> <li>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>They can describe the main events in the simple stories they have read.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</li> <li>They use key features of narrative in their own writing.</li> </ul>

	<p>as they draw &amp; write.</p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Write own name</li> <li>Link sounds to letters (taught sounds)</li> <li>Can segment the sounds in simple words.</li> </ul>	<p>sounds correctly and in sequence.</p> <ul style="list-style-type: none"> <li>Writes own name and other things such as labels and captions.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>They write simple sentences which can be read by themselves and others.</li> </ul>		
<b>Mathematics</b>	<p>We will develop children's counting skills and practise say numbers number in order. Children will learn to recognise numbers 1 to 10 and match them to the correct amount of objects.</p>	<p>Children will learn to combine two groups together to find a total. They will use the correct vocabulary when comparing and describe different quantities. They will learn 2D shape names and begin to describe them.</p>	<p>Children will learn to find one more and one less than a given number. They will estimate with different quantities and check by counting. The children will identify patterns, recreate and create their own patters using familiar shapes/objects.</p>	<p>Using quantities and objects, children will add two single-digit numbers and count on to find the answer. Children will learn mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>Children will be adding and subtracting two single digit numbers, count on or back to find the answer. They will solve problems, including doubling, halving and sharing.</p> <p>Children will use vocabulary to talk about size, capacity and position. They will create and describe patterns.</p>	<p>Children will be solving practical problems involving combining, and sharing, groups of 2, 5 and 10.</p> <p>Children will look at length, weight and capacity in a range of activities.</p>
<b>Links to Development Matters</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Recognise numbers of personal significance.</li> <li>Recognise numerals 1 to 5, then 10.</li> <li>Selects the correct numeral to</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Counts out up to six objects from a larger group.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Count objects which cannot be moved.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>Records, using marks that they</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Children count reliably with numbers from one to 20</li> <li>Place numbers in order and say which number is one more or one less than a given number.</li> <li>Using quantities and objects, they add and subtract two single-digit numbers.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Children use everyday language to talk about size, weight and distance.</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Count on or back to find the answer to an add or subtraction problem.</li> <li>Solve doubling, halving and sharing problems.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> <li>They recognise, create and describe patterns.</li> <li>Children use everyday language to talk about capacity, position and time.</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Children estimate a number of objects and check quantities by counting up to 20.</li> <li>They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Children estimate, measure, weigh and compare and order objects and talk about properties, position time and money.</li> </ul>

	<p>represent 1 to 5, then 1 to 10 objects.</p> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular names shape</li> <li>Order and sequence familiar events.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Orders two or three items by weight or capacity.</li> <li>Order two or three items by length or height.</li> <li>Begin to use everyday language related to money.</li> </ul>	<p>can interpret and explain.</p> <ul style="list-style-type: none"> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Use everyday language related to time.</li> <li>Measure short periods of time in simple ways.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>			
<b>Understanding the World</b>	<p>We will look at pictures from babies to child and talk about the changes we see.</p> <p>Children will talk about their own family and find out about others.</p>	<p>Children will share family traditions and how other communities celebrate traditions.</p> <p>They will learn how to use new ICT programmes.</p>	<p>Children know about similarities and differences in relation to and living things – animals.</p>	<p>Children will complete simple programs on a compture/iPad.</p> <p>They will look closely at patterns. Recognising, describing and creating their own pattern.</p>	<p>Children will look for similarities and differences. Growing our own plants in our outdoor area.</p> <p>They make observations of plants and explain why some things occur, and talk about changes.</p>	<p>Children will learn about their immediate environment and how environments might vary.</p>
<b>Links to Development Matters</b>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Looks closely at change.</li> </ul> <p><b>People &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines. (emerging)</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Use ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities and differences.</li> </ul> <p><b>People &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Children recognize that a range of technology is used in places such as home and school.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>They make observations of animals and explain why some things occur.</li> <li>Children know about similarities and differences in relation to living things</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>To complete a simple program on a computer.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Looks closely at patterns.</li> </ul> <p><b>People &amp; Communities</b></p> <ul style="list-style-type: none"> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>They select and use technology for a particular purpose.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>They make observations of plants and explain why some things occur.</li> </ul> <p><b>People &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Children talk about past event and present events in their own and family members lives.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Children find out about and use a range of everyday technology.</li> <li>They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Children know that the environment and living things are influenced by human activity.</li> <li>They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for.</li> </ul>

			<p><b><u>People &amp; Communities</u></b></p> <ul style="list-style-type: none"> <li>• They know some children don't always enjoy the same things, and are sensitive to this.</li> </ul>			<ul style="list-style-type: none"> <li>• They are familiar with basic scientific concepts such as floating, sinking, experimentation.</li> </ul> <p><b><u>People &amp; Communities</u></b></p> <ul style="list-style-type: none"> <li>• Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> <li>• They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul>
<p><b>Expressive Arts &amp; Design</b></p>	<p>Children will explore the creative area and make simple representations of people. We will learn new songs and dances.</p>	<p>Children will explore colours and how they can be changed. They will also learn how to use simple tools and techniques competently and appropriately.</p>	<p>Children will develop their own storylines for their play and work as a group to act them out. They will construct with a purpose in mind, using a variety of resources and tools.</p>	<p>Children will have the opportunity to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children will use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children will talk about ideas and processes. They will talk about their own work and others.</p>
<p><b>Links to Development Matters</b></p>	<p><b><u>Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>• Chooses particular colours to use for a purpose.</li> <li>• Create simple representations of events, people and objects.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> </ul> <p><b><u>Exploring Media &amp; Materials</u></b></p> <ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Explores what happens when they mix colours.</li> </ul>	<p><b><u>Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>• Initiate new combination of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul> <p><b><u>Exploring Media &amp; Materials</u></b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Uses simple tools and techniques, competently and appropriately.</li> <li>• Experiments to create different textures.</li> </ul>	<p><b><u>Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> <p><b><u>Exploring Media &amp; Materials</u></b></p> <ul style="list-style-type: none"> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to assemble and join materials together.</li> </ul>	<p><b><u>Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul> <p><b><u>Exploring Media &amp; Materials</u></b></p> <ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>	<p><b><u>Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul> <p><b><u>Exploring Media &amp; Materials</u></b></p> <ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<p><b><u>Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>• Children talk about the ideas and processes which have led them to make music, designs, images or products.</li> <li>• They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</li> </ul> <p><b><u>Exploring Media &amp; Materials</u></b></p> <ul style="list-style-type: none"> <li>• Children develop their own ideas through selecting and using materials and working on processes that interest them.</li> <li>• Through their explorations they find out and make decisions about how media and materials can be combined and changed.</li> </ul>

<p><b>Parent Involvement/Workshop</b></p>	<p>Parents session/workshop - Phonics, Reading &amp; Communication Language</p>		<p>Parents invited to Teddy Bears Picnic. See new environment.</p>	<p>Mother's Day – Carousel of activities.</p>	<p>Parents invited to the Ugly bug ball.</p>	<p>Father's Day – Den building with Dads.</p>
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