

## Physical Development

### Gross Motor

- Be able to control a ball in different ways.
- Progress towards a more fluent style of moving, with developing control and grace.
- Demonstrate increasing control of body e.g co-ordination, balance and agility when taking part in physical activities.
- Use a range of large and small apparatus indoors and outside, in a group.
- Balance on a variety of equipment and climb.

### Fine Motor

- Handle scissors, pencil and glue effectively.
- Continue to develop muscle strength to support handwriting and accuracy with control of tools e.g. scissors
- Use scissors to cut along a curved line.
- Use the tripod grip in all cases.

## Communication and Language

### Listening, Attention and Understanding

- Learn to ask questions to find out more.
- Begin to understand humour
- Begin to understand a range of complex sentence structures e.g. multiple instructions

### Speaking

- Talk in sentences using conjunctions, e.g. and, because.
- Make use of recently introduced vocabulary, including instructional language – connecting ideas (baking).
- Offer explanations for why things may happen.
- Retell stories.
- Perform within their own play in class.

## Literacy

### Comprehension

- Use role play to act out stories using recently introduced vocabulary.
- Retell stories that have been read.
- Begin to predict what may happen in a story.
- Suggest how a story may end.

### Word Reading

- Recognise taught digraphs in words and blend the sounds together.
- Read CVC words using phonic skills.
- Begin recognising and writing some common exception words.
- Continue to read books consistent with their phonic knowledge.
- Enjoy taking home a book to share from the book corner

### Writing

- Write words representing the sounds with a letter/letters.
- Write CVC words.
- Begin to write simple sentences/phrases with support (e.g. I see a...).
- Use recognisable letter formation.
- Use known digraphs in writing.
- Begin to use and understand new vocabulary from stories.

We are on the lookout for any parents who would be interested in talking about countries they've got connections with around the world. Please let us know if you are interested.



Around the world Explorer

Spring 2024

## Understanding the World

### Past and Present

- Talk about the lives of people around them.
- Begin to share some understanding of the past through discussions about settings, characters and events encountered in books.

- Types of vehicles; vehicles in the past and the present

### People, Culture and Communities

- Know that people around the world have different religions.
- 'Explore the world' using Google Earth. Name some places to explore further and begin to use geography vocabulary to describe places.
- Map their journey to school; learning about maps and map making
- Compare local landscape with towns and countryside
- Where food comes from

### The Natural World

- Look for and talk about how the seasons change as we move from winter into spring.
- Animals and their habitats
- To know some important processes such as freezing.
- Observe and interact with natural processes such as ice melting and a boat floating on water

### People, Culture and Communities

- Learn about different cultures and celebrations such as Chinese New Year.
- Jesus as a man.

## Mathematics

### Number

- Develop a deep understanding of numbers to 10.

### Numerical Patterns

- Understand and explore the difference between odd and even numbers.
- Build skills to subitise, double, understand number bonds to 5, compare amounts, part/part whole (e.g. working with numbers to 10)
- Measuring length
- Time – compare lengths of time. Order days of the week.
- Money- recognising coins
- Sharing amounts
- Name 2d shapes and being to investigate 3d shapes.
- Data handling – making a tally chart and a class bar graph
- Measuring capacity – using language such as full, empty.

## Expressive Arts and Design

### Being Imaginative

- Create narratives based around stories and pre-existing knowledge.
- Watch and talk about dance and create own moves to music.
- Work with a group to add new sounds, actions or words to a song.

### Creating with Materials

- Safely explore different techniques for joining materials e.g. split pins, string
- Choose an appropriate tool for the task intended, explain why they have chosen that tool.
- Use fine paint brushes for accuracy.
- Continue mixing colours for a purpose.
- Collage using photographs (David Hockney) and local artists
- Creating 3d art (houses from boxes)

## Personal, Social and Emotional Development

### Self-Regulation

- Focus during longer whole class lessons
- Follow two-step instructions.
- Express and give reasons for their own feelings and emotions.

### Managing Self

- Children will begin to show resilience and perseverance in the face of a challenge.
- Manage own physical needs, including putting on own coats and jumpers.
- Show resilience in the face of challenge.
- Understand what a healthy lifestyle is and give examples.

### Building Relationships

- Use taught strategies to support in turn taking.
- Know and discuss people who help us.
- Begin to resolve conflicts with peers.