

## **COMMUNICATION AND LANGUAGE**

- Speaking – Knows a large repertoire of songs and sometimes makes up their own songs using familiar tunes. Uses talk to organise and direct play, using appropriate vocabulary to cooperate and negotiate. Uses a wider range of vocabulary and speaks in longer sentences that include conjunctions to link thoughts. Demonstrates an increasing clarity of speech.
- Listening and attention – Takes turns in a short conversation, waiting and listening to the adult or child's responses. Enjoys listening to longer stories and can remember and retell much of what happens. Transfers and redirects their attention between stimuli with increasing success.
- Understanding – Beginning to understand 'why' and 'how' questions, articulating their own ideas and using appropriate vocabulary such as 'because' to explain their reasoning. Understands and responds to multiple-step instructions.

## **LITERACY**

- Letter knowledge – Continues to develop ability to copy and independently write some letters from their own name; recognises familiar environmental print. Understands that print in English is read left to right, top to bottom.
- Vocabulary Acquisition – Hears and uses new vocabulary from stories, rhymes, poems, and non-fiction books
- Sound discrimination – Hears initial sounds in words, knows initial sound in own name. Begins to aurally blend syllables.
- Retelling and recalling – Confidently sequences familiar stories or events; identifies characters/ settings/ events
- Fine motor skills – Handles pens/pencils with increasing control and draws recognisable shapes and objects
- Prediction – Makes inferences about characters' motivations and what might happen next in a story based on contextual clues

## **UNDERSTANDING THE WORLD**

- Past and present – History – Begin to make sense of their own life story and relational context of their immediate and extended family. Talks about their experiences, accurately recalling & retelling recent events from their own life.
- Culture and Community – PSHE and Geography – Talks about where they live and shows an awareness that there are different countries in the world.
- The Natural World – Science – Observes and comment on growth and decay in the natural environment. Plants seeds and cares for plants, demonstrating an understanding of how they grow. Understands the key features of a life cycle.
- Technology – Science – Explores and talks about different forces they can feel; seeks to acquire basic knowledge of how to operate electronic and mechanical devices

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

- Developing sense of self – Talks about what makes them different or similar to others, including physical appearance, skills, culture, ethnicity and family background. Continues to develop positive self-esteem and holistic health & wellbeing. Talks about what they like/dislike and shows awareness that this may differ from others.
- Self-care – Manages own basic hygiene – toileting, washing hands, feeding self, drinking. Rarely has toileting accidents. Understands why it is important to eat healthily and brush teeth. Shows basic understanding of how to keep their body healthy.
- Follow rules – Anticipates daily routines and responds without prompting (e.g., washing hands for snack time)
- Building relationships – Develops skills of cooperative play, giving directions but also responding to others' ideas. Can sometimes negotiate solutions to conflict, developing appropriate ways of being assertive.

## **LINKS IN LEARNING**

- Progression through the Early Years Foundation Stage
  - Reception – Topic linking to plants and lifecycles – 'How Does Your Garden Grow?'



## **WOW MOMENTS**

Taking care of caterpillars & observing their metamorphosis, visiting the nature garden, cultivating a wormery, growing plants from seed

### **Key Texts**

- The Very Hungry Caterpillar
- Jack and the Beanstalk
- Everywhere Babies
- We're Going on a Bear Hunt
- Night Monkey, Day Monkey

### **Other Opportunities and Experiences to Enrich learning**

- Baking and cookery
- Creating Helicopter Stories
- Learning new poems
- Making shopping lists
- Trying new foods
- Examining the effects of different types of weather

## **RE**

- Continue developing positive attitudes about the differences between people (Understanding the World)
  - Culture and Community – Develops a sense of belonging as a member of a diverse community; can talk about aspects of their own culture and recognises how these may differ to others
  - Exploring culture and religion – St George's Day, Eid

## **PHYSICAL DEVELOPMENT**

- Fine motor skills – Demonstrates increasing control in tasks requiring precision movements with thumb and fingers. Holds scissors in thumb and fingers to cut through a piece of paper. Beginning to cut around shapes or along lines.
- Pencil control – Holds mark-making tools in a functional tripod grip. Draws simple pictures with increasing accuracy.
- Gross motor skills – Develops core strength and spatial awareness; safely and independently navigates balancing and climbing equipment. Uses both hands to pick up heavy objects and seeks help to move heavier objects. Continues to develop risk awareness.

## **MATHEMATICS**

- Compare quantities – Links numerals and amounts, and subitises (recognise the number of objects in a group without counting) up to 5. Uses "more", "less" and "the same".
- Shape and space – Notices differences between 2D and 3D shape. Uses accurate positional language. Uses appropriate vocabulary to describe and compare the height and length of objects.
- Number – Anticipates the number in the next verse of a rhyme, showing correct number on fingers. Experiments with own symbols and marks to represent number.
- Patterns – Extends and creates repeating patterns, noticing and correcting errors. Sequences familiar events and stories.
- Mass and capacity – Investigates methods of measuring weight & capacity, using vocabulary 'heavy', 'empty' and 'full'.

## **EXPRESSIVE ART AND DESIGN**

- Designing and creating – Creates enclosures and spaces by joining pieces, stacking vertically and horizontally. Joins different materials together using a variety of mediums (e.g., glue, tape, split pins). Makes predictions about the results of colour mixing and tests their theory.
- Music – Adjusts pitch accurately and matches the pitch of another person when singing songs; sings the melodic shape of familiar songs. Copies simple repeated rhythms.
- Imaginative play – Creates narratives within their imaginative play that involves other children, giving them roles and directing them. Uses their own experiences to develop storylines.