

Physical Development (PD)

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Literacy

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Begin to form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Expressive Arts and Design (EAD)

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing in groups.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.



Spring term

What's cooking?



2024

Understanding the World (UW)

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Draw information from a simple map.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Communication and Language (CL)

- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- 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.
- Develop social phrases.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Learn rhymes, poems and songs, paying attention to how they sound.
- Engage in non-fiction books and develop a deep familiarity with new knowledge and vocabulary from them.

Personal, Social and Emotional development (PSED)

- See themselves as a valuable individual.
- Show resilience and perseverance in the face of challenge.
- Manage their own needs.
- Express their feelings and consider the feelings of others.
- Moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Mathematics (M)

- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.
- Have a deep understanding of number to 10, including the composition of each number.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Compare length, weight and capacity.
- Begin to describe a sequence of events, real or fictional.