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| **Personal, Social and Emotional Development** -Seeks out others to share experiences with andmay choose to play with a familiar friend or a childwho has similar interest-Experiments with their own and other people’sviews of who they are through their play, throughtrying out different behaviours, and the way theytalk about themselves-Is gradually learning that actions haveconsequences but not always the consequencesthe child hopes for-Expresses the self-aware emotions of pride andembarrassment as well as a wide range of otherfeeling-Can feel overwhelmed by intense emotions,resulting in an emotional collapse whenfrightened, frustrated, angry, anxious or overstimulated-Is becoming able to think about their feelings astheir brain starts to develop the connections thathelp them manage their emotions- Seeks comfort from familiar adults when neededand distracts themselves with a comfort objectwhen upset**Religious Education from Come and See Curriculum** Good NewsFriendsLife to the full curriculum RSE | **Physical Development** -Shows increasing control in holding, using andmanipulating a range of tools and objects suchas tambourines, jugs, hammers, and mark makingtools- Holds mark-making tools with thumb and allFingers-Able to help with and increasingly independentlyput on and take off simple clothing items such ashats, unzipped jackets, wellington boots-Begins to recognise danger and seeks the supportand comfort of significant adults-Can increasingly express their thoughts andemotions through words as well as continuing touse facial expressions | **Communication and Language Development**-Listens to others in one-to-one or small groups,when conversation interests them- Listens to familiar stories with increasing attentionand recall-Understands use of objects (e.g. *Which one do we**cut with?*)-Shows understanding of prepositions such as *under,**on top, behind* by carrying out an action or selectingcorrect picture-Beginning to use more complex sentences to linkthoughts (e.g. using *and, because*)- Able to use language in recalling past experiences- Can retell a simple past event in correct order (e.g.*went down slide, hurt finger*) |
| **Key sessions**-Minibeasts and creatures-Plants and flowers-The Weather-The seasons-Mini-scientists-Rocks and Soil-Water and Sand-Caring for our environment **Cooking and Baking:** Potatoes and Tomatoes/ herbs we have grown, Breakfast foods for FD breakfast#**Famous Scientists:** Isaac Newton and the apple | Cartoon Grass clipart - Worm, Cartoon, Illustration, transparent clip art**In the Garden**  | **Key Texts**Jack and the BeanstalkJasper and the BeanstalkThe Wide Mouthed FrogThe Hungry CaterpillarLazy LadybirdMixed Up ChameleonJohnathan and MarthaThe Little Seed |
| **Mathematics** **Measures**- Explores differences in size, length, weight andcapacity- Beginning to understand some talk aboutimmediate past and future- Beginning to anticipate times of the day such asmealtimes or home time**Pattern**- Joins in and anticipates repeated sound and actionpatterns- Is interested in what happens next using thepattern of everyday routines | **Literacy****Phonics sessions- see separate planning**-Listens to and joins in with stories and poems,when reading one-to-one and in small groups- Joins in with repeated refrains and anticipates keyevents and phrases in rhymes and stories- Begins to be aware of the way stories arestructured, and to tell own stories-Ascribes meanings to signs, symbols and wordsthat they see in different places, including thosethey make themselves- Includes mark making and early writing in theirplay |
| **Expressive Arts and Design**- Sings to self and makes up simple songs- Creates sounds, movements, drawings toaccompany stories- Explores and learns how sounds and movementscan be changed- Continues to explore moving in a range of ways,e.g. mirroring, creating own movement patterns- Enjoys joining in with moving, dancing and ringgames**Topic Coverage: Role-play, imaginative play** | **Events/ Visitors/ Visits**-Preparing for Reception Meeting-International Cultural Day: Comparing cultures, religions and diversity, places of worship-Fathers Day Breakfast  | **Understanding the World**-Remembers and talks about significant events intheir own experience- Recognises and describes special times or eventsfor family or friends- Shows interest in different occupations and waysof life indoors and outdoors-Talks about why things happen and how thingswork-Developing an understanding of growth, decayand changes over time-Plays with water to investigate “low technology”such as washing and cleaning- Uses pipes, funnels and other tools to carry/transport water from one place to another**Topic Coverage: Sand and water, soil and rocks, Plants, life cycles, weather, insects, light and shadow** |