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| **Personal, Social and Emotional Development**  -Seeks out others to share experiences with and  may choose to play with a familiar friend or a child  who has similar interest  -Experiments with their own and other people’s  views of who they are through their play, through  trying out different behaviours, and the way they  talk about themselves  -Is gradually learning that actions have  consequences but not always the consequences  the child hopes for  -Expresses the self-aware emotions of pride and  embarrassment as well as a wide range of other  feeling  -Can feel overwhelmed by intense emotions,  resulting in an emotional collapse when  frightened, frustrated, angry, anxious or overstimulated  -Is becoming able to think about their feelings as  their brain starts to develop the connections that  help them manage their emotions  - Seeks comfort from familiar adults when needed  and distracts themselves with a comfort object  when upset  **Religious Education from Come and See Curriculum**  Good News  Friends  Life to the full curriculum RSE | **Physical Development**  -Shows increasing control in holding, using and  manipulating a range of tools and objects such  as tambourines, jugs, hammers, and mark making  tools  - Holds mark-making tools with thumb and all  Fingers  -Able to help with and increasingly independently  put on and take off simple clothing items such as  hats, unzipped jackets, wellington boots  -Begins to recognise danger and seeks the support  and comfort of significant adults  -Can increasingly express their thoughts and  emotions through words as well as continuing to  use 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 attention  and 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 selecting  correct picture  -Beginning to use more complex sentences to link  thoughts (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 Beanstalk  Jasper and the Beanstalk  The Wide Mouthed Frog  The Hungry Caterpillar  Lazy Ladybird  Mixed Up Chameleon  Johnathan and Martha  The Little Seed |
| **Mathematics**  **Measures**  - Explores differences in size, length, weight and  capacity  - Beginning to understand some talk about  immediate past and future  - Beginning to anticipate times of the day such as  mealtimes or home time  **Pattern**  - Joins in and anticipates repeated sound and action  patterns  - Is interested in what happens next using the  pattern 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 key  events and phrases in rhymes and stories  - Begins to be aware of the way stories are  structured, and to tell own stories  -Ascribes meanings to signs, symbols and words  that they see in different places, including those  they make themselves  - Includes mark making and early writing in their  play |
| **Expressive Arts and Design**  - Sings to self and makes up simple songs  - Creates sounds, movements, drawings to  accompany stories  - Explores and learns how sounds and movements  can 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 ring  games  **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 in  their own experience  - Recognises and describes special times or events  for family or friends  - Shows interest in different occupations and ways  of life indoors and outdoors  -Talks about why things happen and how things  work  -Developing an understanding of growth, decay  and 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** |