

Literacy – Reading and Writing

- Recap Phase 3 Phonics – Letters and Sounds/ Jolly Phonics
- Introduce Phase 4 Phonics
- Can name the letters of the alphabet by linking sounds to letters
- Continue to read words and simple sentences.
- Support children in becoming fluent readers.
- Reading comprehension.
- Support and scaffold individual children's reading and writing as opportunities arise.
- Aid children in writing their own name and other things such as labels, captions and sentences.
- Tricky Words

Communication and Language

- Acknowledges why it is important to pay attention when others are speaking.
- Can predict what will happen in a story and explain the consequences of plot points.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Expressive Art and Design

- Continue to explore the different sounds of musical instruments
- Encourage expression through movement
- Constructs with a purpose in mind, using a range of techniques and skills.
Provide children with opportunities to use their skills and explore concepts and ideas through their representations.
- Plays cooperatively as part of a group to develop and act out a story
- Introduces a storyline or narrative into their play based on the theme for the week! Eg. Farmer Duck, Jack and the Beanstalk, The Smartest Giant in Town!

Mathematics

- To be able to order two items by weight or capacity.
- Introducing the children to the language of 'more' and 'fewer' to compare two sets of objects.
- Encourage the children to independently find the total number of items in two groups by counting all of them.
- Children can say the given number that is one more than a given number.
- To be able to find one or one less from a group of up to 10 objects.
- Revisit addition and subtraction.
- To be able to estimate how many objects they can see and checking by counting them.
- Introduce the children to '3D Shapes'.
- Revisit recognising, creating and describing patterns.
- Everyday language related to time.
- Orders and sequences familiar events.
- Measure short periods of time in simple ways.

Personal, Social and Emotional Development

- Encourage children to be able to take steps to resolve conflicts with each other (without the involvement of an adult) e.g. finding a compromise
- Initiates conversations and is considerate towards what others say
- Is able to describe themselves in positive terms – i.e. talking about achievements/abilities
- Begins to be able to negotiate and solve problems without the use of aggression i.e. can resolve conflict with words rather than physical violence.
- Confidence and Questioning skills.

Physical Development

- Negotiates space successfully when playing /moving with other children (speed, direction, obstacles)
- Help children to travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Demonstrate that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- Shows an understanding for the need for safety when tackling new challenges, and considers and manages risks.
- Practices some appropriate safety measures without direct supervision.
- Playing a range of physical games where children talk about the effects of exercise on our bodies

Understanding the World: People and Communities

- To learn about customs and traditions.
- Mother's Day,
- St David's Day,
- World Book Day.
- Easter Festivals.

Understanding the World: Technology

- Forces – push, pull, twist.
- Begins to understand how technology is used in everyday life - gadgets
- Ensure that children know how to operate simple equipment - programming BeeBots, CD player etc.
- Completes a simple programme on the computer.

Outdoor Learning

- Play co-operatively, taking turns with others.
- Take account of one another's ideas about how to organise their activity.
- Gross motor skills – large equipment

Understanding the World: The World

- Continuing with materials
- Spring
- Lifecycles – Caterpillar/ Chick / Plants
- Farm Life
- Visit to Hall Hill Farm (TBC).

Visitors and Trips

- Suzy – Darlington Library.
- Bike Ability – 1st March Onwards (PE).
- Hall Hill Farm (To be confirmed).
- Further activities currently in development – to be confirmed