**Personal, Social & Emotional**

\* Develop our self-regulation skills to play co-operatively, to solve problems more frequently without adult support.

\* Listen to others ideas and take them on board.

\* Accept one another for our similarities and differences, inclusive of our skills and abilities.

\* Talk about feelings and how we can be sensitive to the needs and feelings of others.

\*Explore working as a team, making new friends and supporting others through whole school activities, Federation trips and Nursery transition sessions.

**Physical Development**

\* Continue to develop fine and gross motor skills.

\*Develop handwriting, showing increasing pencil control and coordination of movements to form letters (using the correct sequence of movements).

\* Increase knowledge of healthy and unhealthy practices, including eating, drinking and exercising.

\*Learn how to be safe in the sun and in the water.

\*Multi skills with NUFC – prepare for Federation sports day.

\*Build confidence in swimming lessons.

\*Continue to enjoy yoga & understand its benefits.

**Communication & Language**

\* Develop ability to attend and respond to what others say.

\* Become involved in a range of activities, listening. and responding and engaging in conversation whilst actively engaged in learning.

\* Ask and answer questions (‘how’ and ‘why’) related to our experiences, stories and events.

\* Use past, present and future forms accurately when talking about events that have or are going to happen.

\*Concentrate on activities for a sustained amount of time.

\*Use new language from stories etc. in our speech.

**Literacy**

\* Develop our reading skills to use phonic knowledge to decode words and read some words without sounding out.

\*Develop our knowledge of Reception High Frequency Words, including tricky words, to support our fluency in reading.

\*Write simple sentences using accurate or phonetically plausible words 🡪 develop sentences to use finger spaces, a full stop & capital letter.

\*Write for a range of genres eg postcards, poetry.

\* Show understanding of what we have written by re-reading our writing. Use this skill to check our writing for mistakes.

\* Explore a range of fiction and non-fiction texts including ‘There’s a Rang-tan in my Bedroom’ and ‘Commotion in the Ocean’.

‘Big Wide World’

**Understanding the World**

\* Learn about the similarities and differences between cultures and communities. Learn about different cultures through stories e.g. Handa’s Surprise.

\*Cook and try foods from other cultures.

\* Investigate, explore and report on/discuss the similarities and differences between materials, objects and living things.

\* Find out about different environments and discuss how they might differ from one another and the impact this has on living things e.g. rain forests.

\*Explore the sea and seashore environments through stories and a visit to the seaside.

\*Learn how sea creatures differ from those on land.

\* Use technology for different purposes – explore 2Simple software on class computer.

\*Plant flowers and seeds and look after them so they grow.

\* Explore our ‘special places’. Design our own special place within our environment for everyone to share.

\*Learn about church being a special place for Christians and how other buildings are special to other religions.

**Expressive Art and Design**

\* Safely use and experiment with a range of materials, tools and techniques.

\* Explore design, colour, texture, form and function through a range of challenges and activities.

\* Represent own ideas through art, design, technology, role play and stories.

\*Use nature and sunlight to create ‘summer’ pictures.

\*Create sand sculptures.

\*Create ‘silhouette’ African art pictures.

**Maths**

\*Continue to consolidate key skills: subitising, counting, composition, sorting & matching, comparing & ordering.

\*Use a range of texts to develop mathematical understanding eg ‘The Doorbell Rang’.

\*Continue to build & identify numbers to 20 & beyond using a range of resources.

\*Develop understanding of doubling, sharing and grouping and halving.

\*Explore Even and Odd.

\*Further develop spatial reasoning eg build a model through verbal instructions, create own maps and plans.

\*Engage in extended problem solving and develop critical thinking skills.

\*Investigate relationships between numbers and shapes.

\*Create a widening range of repeating patterns & symmetrical constructions.