

**Prime Area: Communication & Language**

- Listen with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and respond with relevant comments, questions or actions
- Use language effectively to imagine and recreate roles and experiences linked to topic
- Anticipate key events in stories
- Begin to express themselves effectively, showing awareness of listener's needs.

**Literacy: Reading and Writing**

- Read and discuss a range of themed stories (Paddington, Lost and Found, Where's My Teddy?, The Lion and the Mouse)
- Use themed stories to support writing
- Use information books to develop understanding of celebrations, seasons and friendships etc.
- Continue to develop Letters & Sounds skills
- Begin to use and apply phonic knowledge to read and write words, labels and simple captions with support
- Hear and say sounds in words and start to blend to form words for reading and writing.

**Physical Development**

- Travel with more confidence and skill around, under, over and through balancing and climbing equipment - Gymnastics with equipment
- Develop fine motor control and coordination – including correct pencil grip
- Continue to improve recognisable letters– including cursive letter formation
- Handle tools and equipment safely and with increasing control
- Create a sequence of moves for a dance.

**Maths**

- Create patterns and repeating patterns
- Develop recognition and use of numbers from 1 to 10 then 20 in a range of practical contexts
- Identify one more and less than a given number
- Use developing mathematical ideas and methods to solve practical problems
- Explore 2 D and 3D shapes through designing and constructing activities
- Explore doubling and halving
- Use developing mathematical ideas and methods to solve practical problems – link to measures and capacity.

**TOPIC: Term 2 2018**

**Lost and Found**



**Expressive Art & Design**

- Sing simple celebration/Christmas songs from memory
- Tries to capture experiences, using a variety of different media
- Explore colour, texture, shape, form and space in two or three dimensions
- Begin to use imagination in art and design, music, dance, imaginative and role play and stories
- Respond in a variety of ways to what s/he sees, hears, smells, and feels

**Understanding of the World**

- Explore past and present events in their own and family lives
- Develop respect for own culture and beliefs and of other cultures and beliefs with a focus on key local events and customs – e.g. Bonfire Day and festivals of light including Diwali and Nativity
- Investigate the seasons/weather by using all the senses as appropriate
- Begin to show an understanding of the need for variety in food and the importance of good health
- Identify some features and talks about the features that we like and dislike as part of Wellie Walk woodland investigations
- Ask questions about why things happen and how things work, look closely at similarities, differences, patterns and change e.g in relation to places (cities and countryside)
- Develop understanding and use of ICT linking to E-safety.

**Prime Area: Personal, Social & Emotional Development**

- Display high levels of involvement in self chosen activities
- Undress independently and manage own personal hygiene
- Select and use activities and resources independently
- Develop working with other skills - working as part of a group or class, taking turns and sharing fairly
- Respond to significant experiences, showing a range of feelings when appropriate
- Developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others e.g. being a good friend - Explore Friendship & How to Resolve Conflict
- Explore how to keep safe/People who help us.