

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> Pay attention to more than one thing at a time. Which can be difficult. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Be able to tell a long story. Develop communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop pronunciation but may have problems saying: <ul style="list-style-type: none"> some sounds (e.g. r, j, th, ch and sh) multisyllabic words such as pterodactyl or hippopotamus Be able to express a point of view and to debate when they disagree with an adult or a friend, using words and actions. 	<ul style="list-style-type: none"> Develop sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of the setting. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and toothbrushing. Begin to talk about why these healthy choices are important. 	<ul style="list-style-type: none"> Take part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks etc. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.



Theme: Dear Zoo/ Minibeasts



Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> Understand that we read text from left to right and top to bottom. Use some of their print and letter knowledge in early writing. For example, writing a shopping list that starts at the top, writing ‘m’ for ‘mummy’ etc. Develop phonological awareness, so that they can: <ul style="list-style-type: none"> Count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother. Spot and suggest rhymes. 	<ul style="list-style-type: none"> Link numerals and amounts up to 5 and beyond Use informal and formal language to describe 2D and 3D shapes. Combine shapes to make new ones – an arch, a bigger triangle etc. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’, ‘next’. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Continue to learn the days and months. 	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of an animal or a plant. Plant seeds and care for growing plants. Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> Develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the pitch of a tone sung by another (pitch match) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create own songs or improvise a song around one they know.