



<p><b>Physical Development:</b></p> <p>Fine motor skills</p> <p>Gross Motor skills</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>● Create shapes showing a basic level of stillness using different parts of their bodies.</li> <li>● Begin to take weight on different body parts.</li> <li>● Show shapes and actions that stretch their bodies.</li> <li>● Copy and link simple actions together.</li> </ul> </div>	<p><i>Revise and refine fundamental movement skills they have already acquired. Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</i></p> <p><i>Develop their small motor skills so they can use a range of tools competently, safely and confidently. (pencils, paintbrushes, scissors, knives, forks, spoons)</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</i></p> <p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <p><i>Develop over-all body strength, balance, co-ordination and agility.</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient. Reception</i></p> <p><i>Know and talk about the different factors their overall health and well being Reception</i></p>	
<p><b>Personal, Social and Emotional Development:</b></p> <p>Self-regulation</p> <p>Managing self</p> <p>Building relationships</p>	<p><i>See themselves as valuable.</i></p> <p><i>Build constructive and respectful relationships.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Show resilience and perseverance of others.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Think about the perspective of others.</i></p> <p><i>Manage their own needs.</i></p> <p><i>Know and talk about the different factors that support their overall health and well being. Reception</i></p>	
<p><b>Expressive Arts and Design:</b></p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	<p><i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</i></p> <p><i>Listen with increased attention to sounds.</i></p> <p><i>Respond to what they have heard, expressing their thoughts and feelings. 3-4</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and ideas.</i></p> <p><i>Develop story lines in pretend play.</i></p> <p><i>Explore and engage in music making and dance, performing solo or in small groups.Reception</i></p>	
<p><b>Understanding of the world:</b></p> <p>Past and Present</p> <p>People Cultures and communities</p> <p>The Natural world</p>	<p><i>Comment on images of familiar situations in the past.</i></p> <p><i>Understand that some places are special to members of the community.</i></p> <p><i>Recognise that people have different beliefs and celebrate in different ways.</i></p> <p><i>Describe what they see hear and feel whilst outside</i></p> <p><i>Understand the effect of the changing seasons on the natural world around them Reception</i></p> <p><i>Understand some important processes and changes in the natural world, including the seasons and changing states of matter. ELG</i></p>	
<p>Working Scientifically</p>	<p>Exploring magnets and materials:</p>	

	<p>Observing – Sensory observations of how different materials react when magnets are moved towards them. Discuss forces (push and pull).          Predicting – what might happen?</p>
British Values	<p>Democracy</p> <ul style="list-style-type: none"> <li>● What this means and how it is demonstrated in school.</li> <li>● The Farmer’s Cart fable: Why is democracy important?</li> </ul> <p>Democracy – Sharing, taking turns, Rule of Law : class rules Individual Liberty: celebrating our achievements</p>
SMSC	Cultural : Celebrating, Moral :, Social:, Spiritual:
Learning Outside The Classroom	Superhero dress up day.