



<p><b><u>Physical Development:</u></b></p> <p>Fine motor skills</p> <p>Gross Motor skills</p>	<ul style="list-style-type: none"> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>● Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>● Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>● Begin to show accuracy and care when drawing.</li> <li>● Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>● Demonstrate strength, balance and coordination when playing.</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<p><b><u>Personal, Social and Emotional:</u></b></p> <p>Self-regulation</p> <p>Managing self</p> <p>Building relationships</p>	<ul style="list-style-type: none"> <li>● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>● Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>● Work and play cooperatively and take turns with others.</li> <li>● Form positive attachments to adults and friendships with peers.</li> <li>● Show sensitivity to their own and to others' needs.</li> </ul>
<p><b><u>Expressive Arts and Design:</u></b></p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	<ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Share their creations, explaining the process they have used.</li> <li>● Make use of props and materials when role playing characters in narratives and stories</li> <li>● Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>● Sing a range of well-known nursery rhymes and songs.</li> <li>● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>
<p><b><u>Understanding of the world:</u></b></p> <p>Past and Present</p> <p>People Cultures and communities</p>	<ul style="list-style-type: none"> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>

<p>The Natural world</p>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p>Working Scientifically</p>	<p>Questioning: How do we make ice? What happens when it melts? How does it melt? What happens to water when it is frozen? Heated?</p> <p>Comparing: each others ice cube? Who's melted the fastest? Why?</p> <p>Observing: Sea creatures in blocks of ice and ice cubes – what happened?</p> <p>Recording: Discussions as a class, recording our ideas on a mind map</p>
<p>Learning Outside The Classroom</p>	