

### Communication and Language

- To maintain attention in different contexts.
- To show attention to both peers and adults.
- To converse with pupils and adults in the classroom during the day and in their play.
- To use talk to resolve conflict, discuss their ideas and give reason.
- To use newly learnt vocabulary in their responses.
- To ask questions to clarify understanding and confirm knowledge.
- To use talk to clarify their thinking and ideas.
- To speak in well-formed sentences.
- To use speech to reason and problem solve.
- To verbally tell stories.

### Literacy

- When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard.
- When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story.
- To give a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.
- To be able to read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.
- To build CVC, CVCC words using known graphemes. Children recording these.
- Use writing in their play.
- To be able to write simple captions and sentences with support.

### PSED

- To have an adult in school they trust and will talk to.
- To talk about their interests and likes and dislikes at school.
- To look after themselves at school (personal and hygiene needs).
- To develop resilience and perseverance independently.
- To build relationships through play and talk and converse to many of their peers.



### Understanding the World

- To talk about and understand changes in their own lifetime and what happens when they get older.
- To understand what curiosity is and importance of asking questions.
- To find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter.
- To understand some features of our solar system, including naming some of the planets.
- To name body parts and how to keep ourselves healthy.
- To be able to talk about significant people from the past. (Neil Armstrong, Amelia Earhart, )

### Physical Development

- To negotiate space successfully and can adjust speed and direction.
- To show increasing control with a ball.
- To be able to form recognisable letters with an effective pencil grip.

### Maths

- To use manipulatives to count on when adding.
- To add two numbers using a number track to count on.
- To understand the concept of subtraction as take away.
- To add and subtract using a number track.
- To count up to 10 objects reliably.
- To be able to recognize numbers (within 10) in different representations.
- To be able to subitise representations of numbers up to 5.
- To explore one more and one greater than (within 10).
- To explore one fewer than and one less (within 10)
- To place numbers within 10 in order.
- To apply knowledge of numbers to ten to solve mathematical problems.

### Expressive Arts and Design

- To continue with the development with observational drawing e.g. linked to Spring.
- To continue to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists.
- To explore how patterns can be printed.
- To learn what a collage is and how we can collage using different materials and which ones work best and look most effective.
- To explore how natural resources can be manipulated to make 3d sculptures. (Andy Goldsworthy)
- To build confidence and skill in using scissors
- To use the stories they know and have heard in school to roleplay them.
- Children extending their roleplay with more imaginary storylines.
- Children continuing to use the props available in school and ones they have made themselves.