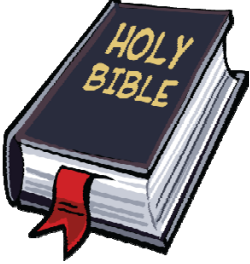






Topic: Animals	
RE 	<ul style="list-style-type: none"> <li>• Learning about the Resurrection of Jesus and understanding that at Easter we celebrate Christ being alive.</li> <li>• Making and learning about the Paschal candle.</li> <li>• Learning about Pentecost, what happened and how the disciples felt.</li> <li>• Learning different types of prayer – including the Hail Mary – and writing our own prayers.</li> <li>• Learning about May being the month of Mary, taking part and celebrating a day dedicated to the mother of Jesus.</li> </ul>
Communication and Language 	<ul style="list-style-type: none"> <li>• Understanding humour and nonsense rhymes.</li> <li>• Using talk to organise and clarify thinking ideas, feelings and events.</li> <li>• Extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Talking and sharing own information about favourite animals and pets.</li> <li>• Continuing to respond to instructions involving a two part sequence.</li> <li>• Continuing to understand humour and nonsense rhymes.</li> <li>• Continuing to use talk to organise and clarify thinking ideas, feelings and events.</li> </ul>
Physical Development 	<ul style="list-style-type: none"> <li>• Continue to travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Understanding rules and fairness when playing chasing and racing games.</li> <li>• Practising some appropriate safety measures without direct supervision.</li> <li>• Handling tools, objects, construction and malleable materials safely and with control – using scissors correctly independently.</li> </ul>

	<ul style="list-style-type: none"> <li>• Holding pencil correctly and forming recognisable letters and numbers most of which are correctly formed.</li> <li>• Jumping off an object and landing appropriately.</li> </ul>
<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> <li>• Talking about our feelings and why we might feel certain ways.</li> <li>• Explaining own knowledge and understanding and asking appropriate questions of others.</li> <li>• Taking steps to resolve conflicts with other children.</li> <li>• Initiating conversations, attending to and taking account of what others say.</li> <li>• Learning how to be confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Talking and learning about what animals needs are and how they are cared for.</li> <li>• Trip to the Farm.</li> </ul>
<p>Literacy</p> 	<ul style="list-style-type: none"> <li>• Reading words and simple sentences.</li> <li>• Reading and writing High Frequency words.</li> <li>• Using some simple clearly identifiable letters to communicate meaning, representing most sound correctly and in sequence.</li> <li>• Choosing independently an increasing range of books and giving reasons why they did/didn't like it.</li> <li>• Choosing Library books to take home and enjoy.</li> <li>• Attempting to write short sentences in meaningful contexts.</li> <li>• Talking about and answering questions about animals.</li> <li>• Beginning to break the flow of speech into words.</li> </ul>
<p>Maths</p>	<ul style="list-style-type: none"> <li>• Recognising numbers 11-20 and beyond.</li> <li>• Counting and ordering numbers up to a set of 20 and beginning to count beyond.</li> <li>• Estimating how many objects then counting to check.</li> </ul>



- Identifying own mathematical problems based on own interests and fascinations.
- Using the vocabulary involved in addition and subtraction problems
- Recording working out for addition and subtraction number problems.
- Counting on and back from different starting numbers up to 20.
- Beginning to give reasons for working out methods.

### Understanding the World



- Learning about and comparing animals from different countries and habitats.
- Learning about life cycles of frogs.
- Talking about similarities and differences between ourselves and others.
- Learning about the different technology at home and at school.
- Trip to the Farm.

### Expressive Arts and Design



- Creating different textures and mixing colours independently.
- Manipulating material to produce planned effect.
- Having confidence to select and use appropriate resources/ tools and adapt work where necessary.