









Topic: Traditional Tales	
<p>RE</p> 	<ul style="list-style-type: none"> <li>• The story of the Three Kings.</li> <li>• Learning about the symbols of Baptism and what happens and why.</li> <li>• Learn the story of Jesus's Presentation in the temple.</li> </ul>
<p>Communication and Language</p> 	<ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Responding to instructions involving a two part sequence.</li> <li>• Understanding humour and nonsense rhymes.</li> <li>• Using talk to organise and clarify thinking ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into play.</li> </ul>
<p>Physical Development</p> 	<ul style="list-style-type: none"> <li>• Travelling with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Negotiating space successfully when playing chasing and racing games.</li> <li>• Practises some appropriate safety measures without direct supervision.</li> <li>• Handling tools, objects, construction and malleable materials safely and with control.</li> <li>• Holds pencil correctly and beginning to form recognisable letters and numbers.</li> </ul>
<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> <li>• Sharing and helping others.</li> <li>• Talking about our feelings – what makes us happy/ sad.</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> </ul>

	<ul style="list-style-type: none"> <li>• Learning how to be confident to speak to others about own needs, wants, interests and opinions.</li> </ul>
<p>Literacy</p> 	<ul style="list-style-type: none"> <li>• Beginning to read words and simple sentences.</li> <li>• Hear, say, find and read initial, medial and final sounds.</li> <li>• Use sounds to make simple CVC words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Using some simple clearly identifiable letters to communicate meaning, representing some sound correctly and in sequence.</li> <li>• Enjoying an increasing range of books.</li> <li>• Continuing a rhyming string.</li> <li>• Writing own name and other things like labels and captions.</li> <li>• Attempting to write short sentences in meaningful contexts.</li> </ul>
<p>Maths</p> 	<ul style="list-style-type: none"> <li>• Recognising numbers 1-10 and beyond.</li> <li>• Counting and ordering numbers up to a set of 10 and beginning to count beyond.</li> <li>• Estimating how many objects then counting to check.</li> <li>• Finding the total number of objects in two groups.</li> <li>• Identifying own mathematical problems based on own interests.</li> <li>• Uses everyday language related to time.</li> <li>• Measuring and comparing length and size.</li> <li>• Saying the number that is 1 more than a given number.</li> <li>• Describing position using correct vocabulary, eg, behind.</li> <li>• Using familiar objects and common shapes to create and recreate patterns and build</li> </ul>

<p>Understanding the World</p> 	<p>models.</p> <ul style="list-style-type: none"><li>• Looking at the changes in seasons – Winter to Spring.</li><li>• Looking closely at similarities, differences, patterns and change.</li><li>• Learning about traditions – Chinese New Year, Valentines Day.</li><li>• Completing simple programmes on ipads or Computers.</li><li>• Exploring growth and decay – Planting beans to grow beanstalks.</li></ul>
<p>Expressive Arts and Design</p> 	<ul style="list-style-type: none"><li>• Experimenting with different textures to make pictures.</li><li>• Pretending to be/ role playing different characters from Traditional Stories.</li><li>• Experimenting with different instruments in groups to make rhythms.</li><li>• Experimenting with different ways of moving to music.</li></ul>