



Learning Burst Overview I

Year: Reception Term: Summer

Petals, Pots and Magnificent Mini-beasts



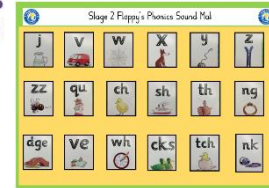
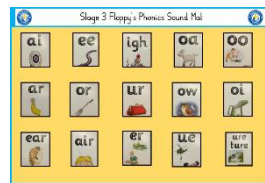
PHSE



We will learn to share, manage our feelings relationships. We will make friends, work together, and talk about our feelings, interests and needs.

Our two themes for PHSE are 'Relationships' and 'Changing Me'.

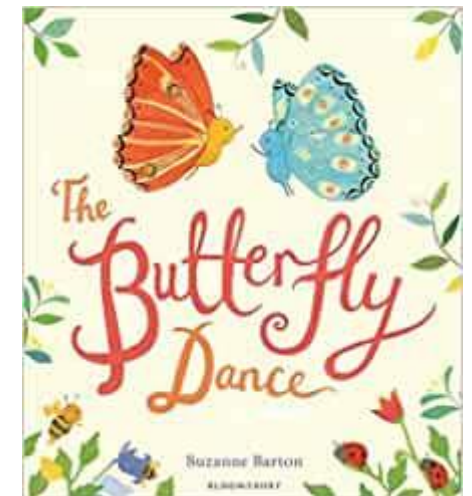
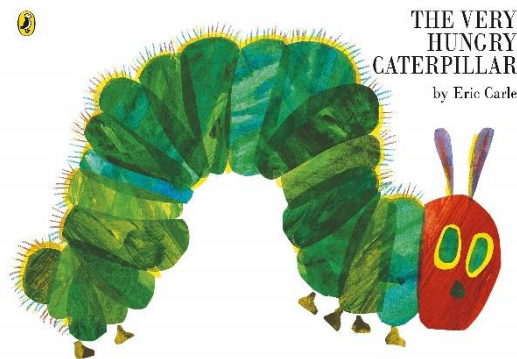
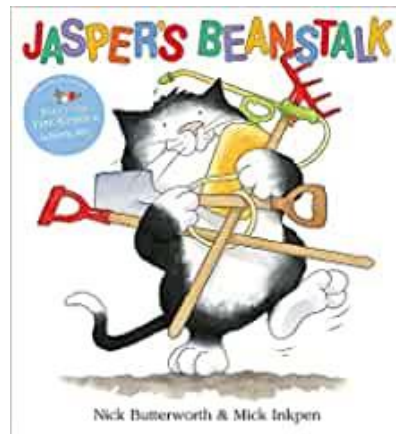
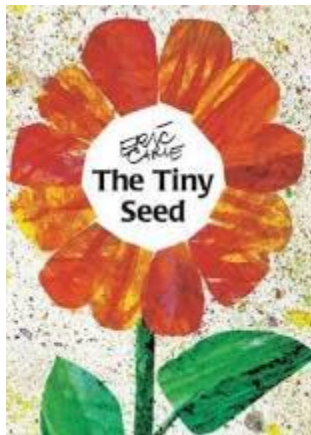
Our Phonics Sounds
this term:







Irresistible Hooks for Learning:





Insect Lore Butterfly Garden – Butterflies in the classroom – observing the changes that occur from caterpillar to butterfly. Children to organise and enjoy an "Ugly Bugs Ball". Children to design and build a "mini-beast hotel" to be placed in the woodland area of the playground.

Key Texts



Key Subject Knowledge & Skills

Literacy – Reading 	Literacy – Writing 	C&L 	Mathematics 
<p>Blend the sounds in simple words and knows which letters represent some of them.</p> <p>Read some 1 syllable words by blending using some of the grapheme-phoneme correspondence I have learnt.</p> <p>Beginning to read simple sentences.</p> <p>Read and understand simple sentences.</p> <p>Can use my phonic knowledge to decode common words and read them aloud accurately.</p> <p>Read some common exception words.</p> <p>Suggest what a story might be about from the title, blurb or illustrations.</p> <p>Say who the main characters are in a familiar story.</p> <p>Retell simple familiar stories in the correct order.</p> <p>Read phonically common words of more than one syllable.</p> <p>Read phonically many irregular but common words.</p> <p>Confidently read by sight the Stage 1+ and 2 common exception words.</p> <p>Begin to read unfamiliar words by blending using some of the grapheme-phoneme correspondence that have been learnt.</p> <p>Describe the characters, setting and main events in simple stories that have been read.</p> <p>Predict what might happen next based on what has been read or heard.</p>	<p>Transcription:</p> <p>Talk about the marks they have made when drawing, writing.</p> <p>Break the flow of speech into words.</p> <p>Label an object/picture with the initial sound.</p> <p>Label an object/picture with the end sound.</p> <p>Segment sounds in simple words and blend them together.</p> <p>Write the grapheme to the sound I hear.</p> <p>Write labels and captions and talk about what I have written.</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in a way which matches how they say the sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences that can read by themselves and others.</p> <p>Spell correctly simple regular words.</p> <p>Handwriting:</p> <p>Sitting correctly at a table, holding a pencil comfortably and correctly.</p> <p>Beginning to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Beginning to form capital letters.</p> <p>Understanding which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Listening & Attention:</p> <p>Focusing attention without adult support.</p> <p>Following simple directions.</p> <p>Understanding:</p> <p>Showing understanding of prepositions by carrying out an action or selecting the correct picture for 'under', 'on top', 'behind'.</p> <p>Responding to simple instructions.</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Speaking:</p> <p>To retell a simple past event in the correct order.</p> <p>Questions why things happen and gives explanations.</p> <p>Uses a range of tenses.</p> <p>Uses vocabulary focussed on objects and people that are particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Number:</p> <p>Have an understanding of numbers to 20, linking names of numbers, numerals, their value, and their position in the counting order.</p> <p>Subsidise (recognise quantities without counting) up to 5.</p> <p>Recall number bonds for numbers 0 – 5 and for 10, including corresponding partitioning facts.</p> <p>Count reliably with numbers from one to 20 forwards and backwards.</p> <p>Use quantities and objects up to 20.</p> <p>Place numbers in order up to 20 from any given number.</p> <p>Say which number is one more or one less than a given number up to 20.</p> <p>Identify missing numbers in a number line 1 – 20.</p> <p>Recognise and name numbers 1 – 20.</p> <p>Add two single-digit numbers and count on to find the answer.</p> <p>Subtract two single-digit numbers and count back to find the answer.</p> <p>Compare sets of objects up to 10 in different contexts, considering size and difference.</p>

Understanding the World 	Expressive Arts & Design 	PD 	PSED 
<p>People & Communities: Joining in with family customs and routines.</p> <p>The World: Looking closely at similarities, differences, patterns and change.</p> <p>Science:</p> <p>Working Scientifically: Talking about why things happen and how things work. Beginning to develop an understanding of growth, decay and changes over time.</p> <p>Geography:</p> <p>Style of map: I can show an interest in atlases, map maps and Google Earth</p> <p>Using Maps: Showing an interest in maps e.g look at atlases, road maps.</p> <p>Fieldwork: I can make observations on local trips about what I see, naming features e.g cars, house, road, shop</p>	<p>Exploring & Using Media & Materials Exploring what happens when colours are mixed together Experimenting to create different textures. Understanding that different media can be combined to create new effects. Manipulating materials to achieve a planned effect. Constructing with a purpose in mind, using a variety of resources. Using simple tools and techniques competently and appropriately. Selecting appropriate resources and adapts work where necessary. Selecting tools and techniques needed to shape, assemble and join materials they are using</p> <p>Being Imaginative: Creating simple representations of events, people and objects. Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choosing particular colours to use for a purpose. Introducing a storyline or narrative into play. Playing alongside other children who are engaged in the same theme. Playing cooperatively as part of a group to develop and act out a narrative.</p> <p>Art:</p> <p>Print: Become aware that objects leave marks Widen the variety of resources used for printing e.g fruit. Find different ways to print e.g in water, play dough, mud.</p> <p>Painting: Explore paint using a wide variety of tools veg/fruit. Explore different types of paint- powder paint, textured paint, water colours, poster paint Exploring how colours can be changed and starting to use vocabulary such as light dark, colour names, change.</p> <p>The Greats: Talk about artists pictures Have prints and art books available</p>	<p>Moving & Handling: Exploring different ways of moving. Jumping off an object and land appropriately. Negotiating space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles. Travelling with confidence and skill around, under, over and through balancing and climbing equipment. Showing increasing control over an object in pushing, patting, throwing, catching or kicking it. Using simple tools to effect changes to materials. Handling tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Health & Self-Care Eating a healthy range of foods and understanding the need for variety in food. Being dry and clean during the day. Showing some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Showing an understanding of the need for safety when tackling new challenges, and considers and manages some risks. Showing an understanding of how to transport and store equipment safely. Practising some appropriate safety measures without direct supervision.</p>	<p>Self-Confidence & Self-Awareness Confidently speak to others about own needs, wants, interests and opinions. Describe themselves in positive terms and talk about their own abilities.</p> <p>Making Relationships Keeping play going by responding to what others are saying or doing. Demonstrating friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.</p> <p>Managing Feelings & Behaviour Understanding that my actions affect other people. Be aware of the boundaries set, and of how to behave in the setting.</p> <p>PHSCE</p> <p>Citizenship Know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Relationships Children play co-operatively, taking turns with others.</p> <p>Feelings & Emotions They work as part of a group or class, and understand and follow the rules.</p>



Learning Burst Overview 2
Year: Reception Term: Summer

Superheros



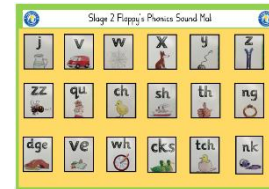
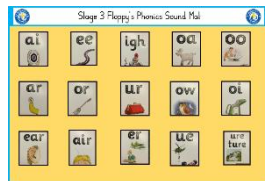
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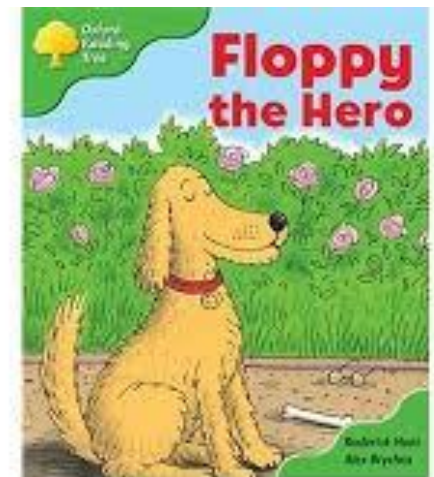
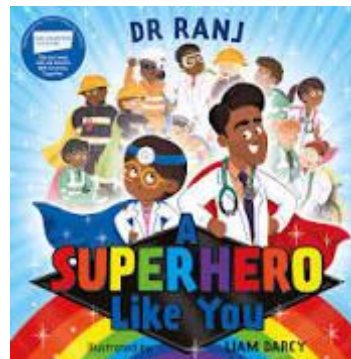
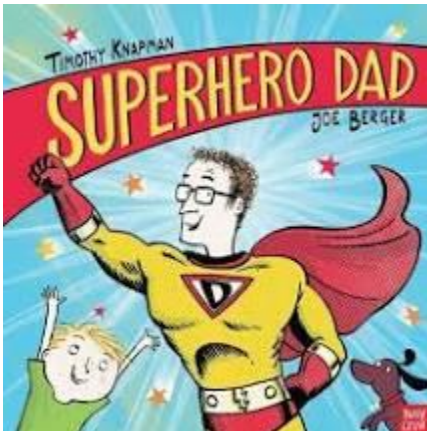
Our Phonics Sounds
this term:











Irresistible Hooks for Learning:

Superhero sports day
Real life superhero visits – nurse, police, fire, dental, animals, sports, etc

Key Texts



Key Subject knowledge & Skills:

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<p>Blend the sounds in simple words and knows which letters represent some of them.</p> <p>Read some 1 syllable words by blending using some of the grapheme-phoneme correspondence I have learnt.</p> <p>Beginning to read simple sentences.</p> <p>Read and understand simple sentences.</p> <p>Can use my phonic knowledge to decode common words and read them aloud accurately.</p> <p>Read some common exception words.</p> <p>Suggest what a story might be about from the title, blurb or illustrations.</p> <p>Say who the main characters are in a familiar story.</p> <p>Retell simple familiar stories in the correct order.</p> <p>Read phonically common words of more than one syllable.</p> <p>Read phonically many irregular but common words.</p> <p>Confidently read by sight the Stage 1+ and 2 common exception words.</p> <p>Begin to read unfamiliar words by blending using some of the grapheme-phoneme correspondence that have been learnt.</p> <p>Describe the characters, setting and main events in simple stories that have been read.</p> <p>Predict what might happen next based on what has been read or heard.</p>	<p>Transcription:</p> <p>Talk about the marks they have made when drawing, writing.</p> <p>Break the flow of speech into words.</p> <p>Label an object/picture with the initial sound.</p> <p>Label an object/picture with the end sound.</p> <p>Segment sounds in simple words and blend them together.</p> <p>Write the grapheme to the sound I hear.</p> <p>Write labels and captions and talk about what I have written.</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in a way which matches how they say the sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences that can read by themselves and others.</p> <p>Spell correctly simple regular words.</p> <p>Handwriting:</p> <p>Sitting correctly at a table, holding a pencil comfortably and correctly.</p> <p>Beginning to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Beginning to form capital letters.</p> <p>Understanding which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Listening & Attention:</p> <p>Maintaining attention, sitting quietly and concentrating for longer periods during whole class and focused learning.</p> <p>Listening and 'doing' for short periods.</p> <p>Understanding:</p> <p>Following a story without pictures or props.</p> <p>Listening and responding to ideas expressed by others in conversation or discussion.</p> <p>Speaking:</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>Linking statements and stick to a main theme or intention.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>Numbers:</p> <p>Have an understanding of numbers to 20, linking names of numbers, numerals, their value, and their position in the counting order.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Recall number bonds for numbers 0 – 5 and for 10, including corresponding partitioning facts.</p> <p>Count reliably with numbers from one to 20 forwards and backwards.</p> <p>Use quantities and objects up to 20.</p> <p>Say which number is one more or one less than a given number up to 20.</p> <p>Recognise and name numbers 1 – 20.</p> <p>Add two single-digit numbers and count on to find the answer.</p> <p>Subtract two single-digit numbers and count back to find the answer.</p> <p>Compare sets of objects up to 10 in different contexts, considering size and difference.</p> <p>Solve problems, including doubling, halving and sharing.</p> <p>Recall double facts up to 5 + 5.</p> <p>Explore patterns of numbers within numbers up to 10, including evens and odds.</p>
Understanding the World 	Expressive Arts & Design 	PD 	PSED 
<p>The World:</p> <p>Looking closely at similarities, differences, patterns and change.</p>	<p>Being Imaginative:</p> <p>Developing a preference for forms of expression.</p> <p>Using movement to express feelings.</p>	<p>Moving & Handling:</p> <p>Using simple tools to effect changes to materials.</p> <p>Handling tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Making Relationships:</p> <p>Initiating conversations and attend to and takes account of what others say.</p>

<p>Knowing the properties of some materials and suggesting some of the purposes they are used for. Describing some actions which people in their own community do that help to maintain the area they live in.</p> <p>People & Communities: Showing an interest in different occupations and ways of life. Talking about similarities and differences between myself and others, and among families, communities and traditions. Knowing why it is important to treat them with respect.</p> <p>Geography: I can use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station</p> <p>Science Knowing the properties of some materials and suggesting some of the purposes they are used for. Being familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p>Engaging in imaginative role-play based on own first-hand experiences. Building stories around toys. Using available resources to create props to support imaginative-play.</p> <p>Design: Begin to use the language of designing and making, e.g. join, build and shape Learning about planning and adapting initial ideas to make them better.</p> <p>Make: To learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials.</p> <p>Technical Knowledge: To learn how to use a range of tools</p> <p>Evaluate: Begin to talk about changes made during the making process.</p> <p>Art: Developing my own ideas through selecting and using materials and working on processes that interest them. Begin to use scissors to cut snips in fabric Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough</p>	<p>Showing a preference for a dominant hand. Beginning to use anticlockwise movement and retrace vertical lines. Beginning to form recognisable letters.</p> <p>Health & Self-Care: Showing an understanding of how to transport and store equipment safely. Practising some appropriate safety measures without direct supervision.</p>	<p>Explaining my own knowledge and understanding and can ask appropriate questions of others Self-Confidence & Self-Awareness: Describing self in positive terms and talk about own abilities.</p> <p>Managing Feelings & Behaviour: Being aware of the boundaries set, and of how to behave in the setting. Beginning to be able to negotiate and solve problems without aggression.</p>
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Learning Burst Overview 3
Year: *Reception* Term: *Summer*

Turrets & Tiaras

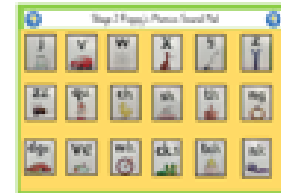
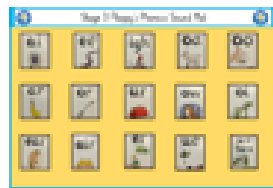


PHSE



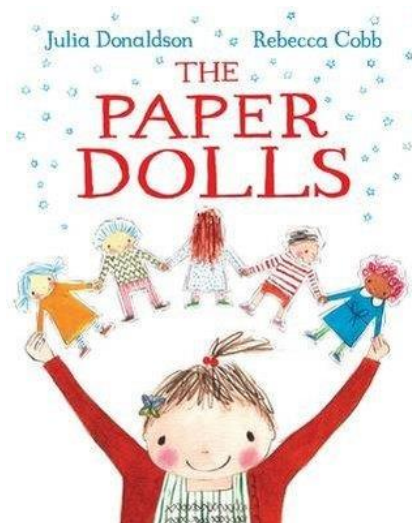
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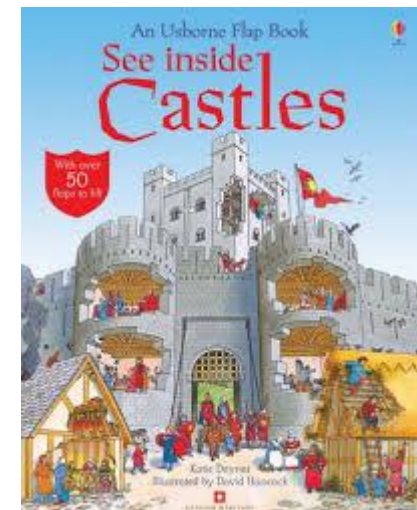


Irresistible Hooks for Learning:









Medieval banquet
Knights, prince and princess dress up
Castle building competition
Cooking/baking



Key Texts



Key Subject knowledge & Skills:

Literacy – Reading 	Literacy – Writing 	C&L 	Mathematics 
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Understanding the World 	Expressive Arts & Design 	PD 	PSED 
<p>The World:</p> <p>Looking closely at similarities, differences, patterns and change.</p> <p>People and Communities:</p>	<p>Being Imaginative:</p> <p>Developing a preference for forms of expression.</p> <p>Using movement to express feelings.</p>	<p>Moving & Handling:</p> <p>Using simple tools to effect changes to materials.</p> <p>Handling tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Making Relationships:</p> <p>Initiating conversations and attend to and takes account of what others say.</p>

<p>Knowing the difference between past and present events in own life and some reasons why people's lives were different in the past.</p> <p>Technology: Completing a simple program on a computer. Using ICT hardware to interact with age-appropriate computer software.</p> <p>History Historical Enquiry: I can ask questions about why things happen and give explanations I can talk about differences between old black and white photos and colour photos of the present day</p> <p>Investigation and Interpretations of history I can ask questions about why things happen and give explanations</p> <p>Range and depth of historical knowledge I can talk about a past event in the correct order</p> <p>Chronological Understanding I can talk about a past event in the correct order</p>	<p>Engaging in imaginative role-play based on own first-hand experiences. Building stories around toys. Using available resources to create props to support imaginative-play.</p> <p>Design: Begin to use the language of designing and making, e.g. join, build and shape Learning about planning and adapting initial ideas to make them better.</p> <p>Make: To learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials.</p> <p>Technical Knowledge: To learn how to use a range of tools Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Evaluate: Begin to talk about changes made during the making process.</p> <p>Music Moving and Dancing Replicates familiar choreographed dances Combines moving, singing and playing instruments</p> <p>Exploring and Playing Sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Showing a preference for a dominant hand. Beginning to use anticlockwise movement and retrace vertical lines. Beginning to form recognisable letters.</p> <p>Health & Self-Care: Showing an understanding of how to transport and store equipment safely. Practising some appropriate safety measures without direct supervision.</p>	<p>Explaining my own knowledge and understanding and can ask appropriate questions of others</p> <p>Self-Confidence & Self-Awareness: Describing self in positive terms and talk about own abilities.</p> <p>Managing Feelings & Behaviour: Being aware of the boundaries set, and of how to behave in the setting. Beginning to be able to negotiate and solve problems without aggression.</p>
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Learning Burst Overview 4

Year: *Reception* Term: *Summer*

We're Going on a Journey

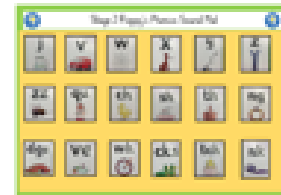
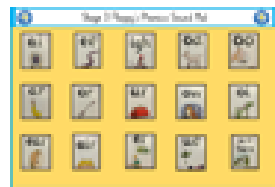


PHSE



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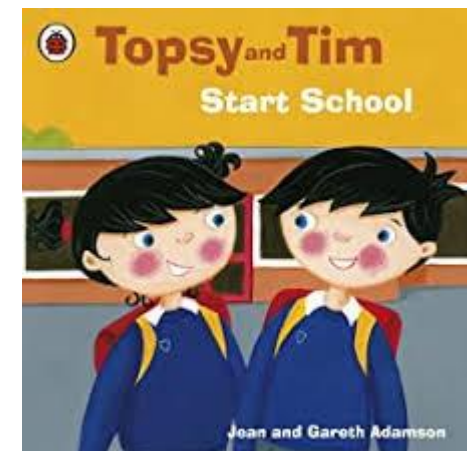
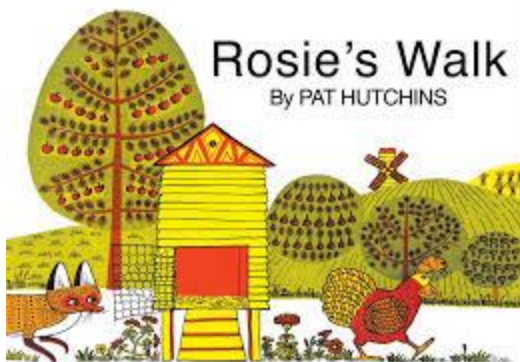


Irresistible Hooks for Learning:





Travel Agents in the Reading Area.
Year 1 teachers to visit children in Reception and talk about all the exciting learning they will experience.





Transition days to visit their new classes in Year 1

Key Texts



Key Subject knowledge & Skills:

Literacy – Reading 	Literacy – Writing 	C&L 	Mathematics 
<p>Blend the sounds in simple words and knows which letters represent some of them.</p> <p>Read some 1 syllable words by blending using some of the grapheme-phoneme correspondence I have learnt.</p> <p>Beginning to read simple sentences.</p> <p>Read and understand simple sentences.</p> <p>Can use my phonic knowledge to decode common words and read them aloud accurately.</p> <p>Read some common exception words.</p> <p>Suggest what a story might be about from the title, blurb or illustrations.</p> <p>Say who the main characters are in a familiar story.</p> <p>Retell simple familiar stories in the correct order.</p> <p>Read phonically common words of more than one syllable.</p> <p>Read phonically many irregular but common words.</p> <p>Confidently read by sight the Stage 1+ and 2 common exception words.</p> <p>Begin to read unfamiliar words by blending using some of the grapheme-phoneme correspondence that have been learnt.</p> <p>Describe the characters, setting and main events in simple stories that have been read.</p> <p>Predict what might happen next based on what has been read or heard.</p>	<p>Transcription:</p> <p>Talk about the marks they have made when drawing, writing.</p> <p>Break the flow of speech into words.</p> <p>Label an object/picture with the initial sound.</p> <p>Label an object/picture with the end sound.</p> <p>Segment sounds in simple words and blend them together.</p> <p>Write the grapheme to the sound I hear.</p> <p>Write labels and captions and talk about what I have written.</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in a way which matches how they say the sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences that can read by themselves and others.</p> <p>Spell correctly simple regular words.</p> <p>Handwriting:</p> <p>Sitting correctly at a table, holding a pencil comfortably and correctly.</p> <p>Beginning to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Beginning to form capital letters.</p> <p>Understanding which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Listening & Attention:</p> <p>Focusing attention without adult support.</p> <p>Following simple directions.</p> <p>Understanding:</p> <p>Showing understanding of prepositions by carrying out an action or selecting the correct picture for 'under', 'on top', 'behind'.</p> <p>Responding to simple instructions.</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Speaking:</p> <p>To retell a simple past event in the correct order.</p> <p>Questions why things happen and gives explanations.</p> <p>Uses a range of tenses.</p> <p>Uses vocabulary focussed on objects and people that are particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Numbers:</p> <p>Have an understanding of numbers to 20, linking names of numbers, numerals, their value, and their position in the counting order.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Recall number bonds for numbers 0 – 5 and for 10, including corresponding partitioning facts.</p> <p>Count reliably with numbers from one to 20 forwards and backwards.</p> <p>Use quantities and objects up to 20.</p> <p>Place numbers in order up to 20 from any given number.</p> <p>Say which number is one more or one less than a given number up to 20.</p> <p>Identify missing numbers in a number line 1 – 20.</p> <p>Recognise and name numbers 1 – 20.</p> <p>Add 2 single-digit numbers and count on to find the answer.</p> <p>Subtract 2 single-digit numbers and count back to find the answer.</p> <p>Compare sets of objects up to 20 in different contexts, considering size and difference.</p> <p>Shape, Space & Measures:</p> <p>Describe my relative position such as 'behind' or 'next to'.</p> <p>Use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p> <p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.</p> <p>Select a particular named shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Recognise and name 3D shapes (cube, pyramid, sphere, cone and cuboid).</p> <p>Talk about the features of 3D shapes (faces, edges, solid).</p> <p>Use everyday language to talk about weight to compare quantities and objects and to solve problems.</p> <p>Measure weight using non-standard units.</p> <p>Use everyday language to talk about capacity to compare quantities and to solve problems.</p> <p>Measure capacity using non-standard units.</p>

Understanding the World 	Expressive Arts & Design 	PD 	PSED 
<p>The World: Enjoying playing with small-world models Noticing detailed features of objects in the environment. Talking about why things happen and how things work.</p> <p>History: Chronological understanding I can talk about significant events in my own experience. I can talk about past and present events in my own life. I can talk about a past event in the correct order</p> <p>Investigation and Interpretations of history I can talk about the photos of my life. I can ask questions about why things happen and give explanations</p> <p>Organisation and communication I can build up vocabulary that reflects the breadth of their experience I am beginning to use past, present and future forms accurately when talking about events that have happened</p> <p>Geography: Geographical Enquiry: Observe features in environment by pointing/looking closely. Naming simple features e.g trees, ground, wall, grass, road Using some descriptive vocabulary to describe features e.g tall tree, long wall. Begin to compare features.</p> <p>Scale/Distance: Use words like big and small to describe the things around them.</p> <p>Perspective: Show an interest in Google Maps and begin to look at features in a bird's eye view.</p> <p>Place Knowledge: Make observations about their local environment. Begin to compare features of different environments.</p> <p>Map Knowledge: Use small world figures to play on large map mats and see the difference between land and sea.</p> <p>Drawing Maps: Begin to make marks to represent journeys.</p> <p>Style of map: Show an interest in atlases, map maps and Google Earth.</p> <p>Representation: Begin to make marks to represent buildings, trees roads.</p>	<p>Exploring & Using Media & Materials Exploring what happens when colours are mixed together Experimenting to create different textures. Understanding that different media can be combined to create new effects. Manipulating materials to achieve a planned effect. Constructing with a purpose in mind, using a variety of resources. Using simple tools and techniques competently and appropriately. Selecting appropriate resources and adapts work where necessary. Selecting tools and techniques needed to shape, assemble and join materials they are using</p> <p>Being Imaginative: Creating simple representations of events, people and objects. Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choosing particular colours to use for a purpose. Introducing a storyline or narrative into play. Playing alongside other children who are engaged in the same theme. Playing cooperatively as part of a group to develop and act out a narrative.</p> <p>Art: Drawing: Using lines to enclose shapes Begin to use enclosed shapes to represent objects.</p> <p>Painting: Exploring how colours can be changed and starting to use vocabulary such as light dark, colour names.</p> <p>Collage: Begin to combine resources with different textures, colours and shapes.</p> <p>The Greats: Have prints and art books of landscapes available. Talk about the artists Monet and Van Gogh.</p> <p>Evaluating: Talk about what they are doing e.g 'I am doing a circle for the sun'. Answer open questions about their artwork e.g why did you use that colour?</p> <p>D & T</p>	<p>Moving & Handling: Exploring different ways of moving. Jumping off an object and land appropriately. Negotiating space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles. Travelling with confidence and skill around, under, over and through balancing and climbing equipment. Showing increasing control over an object in pushing, patting, throwing, catching or kicking it. Using simple tools to effect changes to materials. Handling tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Health & Self-Care Eating a healthy range of foods and understanding the need for variety in food. Being dry and clean during the day. Showing some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Showing an understanding of the need for safety when tackling new challenges, and considers and manages some risks. Showing an understanding of how to transport and store equipment safely. Practising some appropriate safety measures without direct supervision.</p>	<p>Self-Confidence & Self-Awareness Confidently speak to others about own needs, wants, interests and opinions. Describe themselves in positive terms and talk about their own abilities.</p> <p>Making Relationships Keeping play going by responding to what others are saying or doing. Demonstrating friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.</p> <p>Managing Feelings & Behaviour Understanding that my actions affect other people. Be aware of the boundaries set, and of how to behave in the setting.</p> <p>PHSCE</p> <p>Citizenship Know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Relationships Children play co-operatively, taking turns with others.</p> <p>Feelings & Emotions They work as part of a group or class, and understand and follow the rules.</p>

<p>Using Maps: Showing an interest in maps e.g look at atlases, road maps.</p> <p>Fieldwork: Make observations on local trips about what they see, naming features e.g cars, house, road, shop.</p> <p>Human & Physical Geography: Use simple vocabulary to talk about the weather. Use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach.</p>	<p>Design: Begin to use the language of designing and making, e.g. join, build and shape.</p> <p>Make: To learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials</p>		
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