

Prime Area: Communication & Language

- Listen and respond to stories, rhymes and poems
- Anticipate key events in stories
- Use language effectively to imagine and recreate roles and experiences linked to the topic
- Express themselves effectively through discussions and role-play, showing an awareness of listeners' needs

Literacy: Reading and Writing

- Read and discuss a range of themed stories and poems (Grandad Mandela, Meerkat Mail, The Hunter, One Day on Our Blue Planet, Handa's Surprise, Greedy Zebra, Amazing Grace)
- Explore story settings via key festivals, stories and events e.g. Christmas
- Use information books to develop understanding of celebrations, seasons and contrasting animal habitats etc
- Use themes to inspire writing; begin to use and apply phonic knowledge to read and write words, labels and simple captions/sentences, with support
- Develop handwriting skills, including the formation of cursive letters through gross-motor movements

Physical Development

- Travel in a variety of ways around, on and over apparatus, focusing on balance and coordination (PE - games & gymnastics)
- Develop fine motor control and coordination – including correct pencil grip
- Continue to improve recognisable letter formation
- Handle tools and equipment safely and with increasing control

Maths

- Develop recognition and use of numbers from 1 to 20 in a range of practical contexts
- Identify one more and one less than a given number
- Explore doubling, halving and estimation
- Use developing mathematical ideas and methods to solve practical problems – link to measures and capacity eg in cooking
- Explore 2D and 3D shapes through designing and construction activities
- Create repeating patterns in a variety of contexts and with a variety of equipment
- Sorting investigation, according to the features of different materials

Underwater Class, Term 2 2020
Long Walk to Freedom
(Amazing Africa)



Expressive Art & Design

- Sing simple celebration songs from memory ('Whoopsadaisy Angel', Christmas play)
- Explore colour, texture, shape, form and space in two or three dimensions (inspired by animal prints; Science investigation and subsequent house building/junk modelling; Christmas cards)
- Explore and extend their use of imagination through role-play and in art and design, music and dance (PE – movement in response to Greedy Zebra)
- Listen and respond to African music; explore African drumming

Understanding of the World

- Explore light and dark as the seasons change and we observe festivals of light (Christmas)
- Develop an understanding of their own culture and beliefs and respect for the cultures and beliefs of others, as they learn about South Africa; Malawi on Starfish Malawi day (a charity that we are now supporting as a school); RE Day (Why Do Christians Perform Nativity Plays at Christmas?), and preparing for Christmas
- Compare contrasting locations, animal habitats and adaptations (including hibernation and migration)
- Begin to show an understanding of the need for a variety of food in their diet and the importance of good health
- Develop understanding and use of ICT, linking to E-safety
- Explore different materials, their properties and their uses. How could we make a strong, waterproof roof for a house? (Based on the story of 'The Three Little Dassies' by J Brett, an African version of The Three Little Pigs.)

Prime Area: Personal, Social & Emotional Development

- Display high levels of involvement in an increasing range of self-chosen activities
- Select and use activities and resources independently, safely and effectively
- Dress independently for PE and when going outside, including buttons and zips
- Develop 'Working with Others' skills - working as part of different groups, taking turns and sharing fairly
- Respond to significant experiences, showing a range of feelings when appropriate
- Develop awareness of their own needs, views and feelings and sensitivity to the needs and views and feelings of others
- Explore how to keep safe/people who help us, recognising the need for privacy in given contexts