

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>	<p><b>R.E.</b></p> <p>Experience, appreciate and be thankful for signs of new life in nature in Spring and learn about the important Christian celebration of Easter.</p>	<p><b>C&amp;L</b></p> <ul style="list-style-type: none"> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</li> </ul>
<p><b>PSE</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>	<p>People Who Help us/ Easter Spring 2 2014 ECM – enjoying and achieving SEAL – Good to be me!</p> <p>Events –Mothering Sunday, Easter</p>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Orders two or three items by length or height.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects. <ul style="list-style-type: none"> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> <li>• Create simple representations of events, people and objects.</li> </ul> </li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>
<p><b>PD</b></p> <ul style="list-style-type: none"> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> </ul>		<p><b>UW</b></p> <ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>

