

<p>Maths</p> <ul style="list-style-type: none"> • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p>R.E./ SMSC</p> <p>Right and Wrong</p> <p>AT1 – Say some of the things I learnt that are important for Christians. Talk about some of the rules that are important in my church school.</p> <p>AT2 – Talk about a rule I think it important. Ask my friends and teachers about the above.</p>	<p>PD</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
	<p>Once Upon a Time</p> <p>SEAL – Making a positive contribution.</p> <p>MFL – learn simple phrases/ songs in French</p>	<p>PSE</p> <ul style="list-style-type: none"> • Takes steps to resolve conflicts with other children, e.g. finding a compromise. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
<p>C&L</p> <ul style="list-style-type: none"> • Two-channelled attention – can listen and do for short span. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 	<p>EAD</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	
<p>Literacy</p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels/ captions. • Attempts to write short sentences in meaningful contexts. 	<p>UW</p> <ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoys joining in with family customs and routines. • Looks closely at similarities, differences, patterns and change. • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	

