

What do we want children to **know** by the end of this block and what do we want children to know **how to do** by the end of this block?

In **communication and language**, we are learning to:

- Talk about events now and in the past using appropriate tenses.
- Generate and complete causative sentences.
- Follow two-part instructions.
- Begin to "read along" with very familiar books.
- Comment on books as they are being read.
- Add own ideas to orally innovate familiar stories

**Words and phrases we want children to recall and define:**

Then, now, he is doing, they are doing

In **personal, social and emotional** we are learning to:

- Articulate simple rules to other children.
- Use a wider range of adjectives to describe feelings of friends and characters in books and films.
- Help new children by directing them towards activities and resources and solving simple practical tasks for or with them.
- Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.
- Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe.
- Take a role in domestic play and speak from another point of view.

**Words and phrases we want children to recall and define:**

Don't do that, because, do that, frustrated, annoyed, angry, excited  
We can do... Would you like to...

In **physical development** we are learning to:

- Drive ride on toys at speed, using the pedals and steering round obstacles. Drive a 'hand bike'
- Collaborate with others to transport large items safely.
- Copy adults to move in a variety of ways.
- Use a knife and fork independently for some foods.
- Use a modified tripod grip to make marks, including enclosed spaces. (some support with grip)
- Repeat the same mark making movement with control and ascribe meaning to marks.
- Play follow my leader in a small group, imitating a range of gross motor movements.
- Skip to travel (no rope)
- Begins to cut around a shape
- Hop a very short distance, alternating legs

**Words and phrases we want children to recall and define:**

Wheel, pedals, bike, scooter, knife, fork, spoon

In **maths**, we are learning to:

- Link numerals to sets within 5. Predict changes in amounts in stories and rhymes, counting forwards and backwards
- Use a few of their own symbols and marks to represent mathematical experiences.
- Combine 2D and 3D shapes to make new shapes and narrate the effects created.
- Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller
- Participate accurately in ABAB repeated patterns of actions.
- Join in making AB patterns.
- Recognise ABC patterns
- Talk about things that have already happened and things that are going to happen.



...be bold

~you are capable of changing a situation... become the explorer of tomorrow~

*This is shown by the mountain; this will remind you never to settle for your situation. Be courageous in the ambition you have for yourself.*

In **literacy**, we are learning to:

- Name and locate favourite books and give very brief descriptions of plot elements or characters.
- Re-enact very short excerpts from favourite texts using puppets or small world figures.
- Use the structure of the text to anticipate when to join in.
- Suggest what might happen next in unfamiliar books, drawing on the plot so far.
- Distinguish between the text and the illustrations.
- Notice very familiar letter symbols in the environment such as letters from their name.
- Have a repertoire of known rhymes.
- Complete a phrase with the final rhyming word.
- Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers

**Words and phrases we want children to recall and define:**

One, two, three, four, five, names of 2D and 3D shape, morning, afternoon, evening, night

- Use imitative writing during role play.
- Demonstrate a hand preference.
- Write symbols in an order which approximate to their name.

**Words and phrases we want children to recall and define:**  
Simple rhyming words

**In understanding the world, we are learning to:**

- Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.
- Use remote control toys to a particular end and explain how to do it.
- Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys.
- Recognise self in baby photographs and relate simple family stories about babyhood.
- Work alongside adults imitating their actions as they care for living things.
- Narrate a stage at a time the way a growing plant or animal is changing.
- Describe and enact some of the roles of community figures

**Words and phrases we want children to recall and define:**

Me, mine, you, mum, dad, grow, die

**In expressive art and design, we are learning to:**

- Generate simple stories inspired by props.
- Create original stories with small world figures, including dialogue
- Use mark making tools to make very simple representational drawings.
- Accurately match instrumental sounds to familiar percussion instruments.
- Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.

**Words and phrases we want children to recall and define:**  
Musical instrument names, soft, loud, bang, ring, tap, drum, blow, rattle, simple songs and nursery rhymes