



PSED & RELIGIOUS EDUCATION

- Making relationships 0-5**
- Initiates play, offering cues to peers to join them.
 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Making relationships 0-5**
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Self-confidence and self-awareness 0-5**
- Confident to talk to other children when playing, and will communicate freely about own home and community.
 - Shows confidence in asking adults for help.
- Self-confidence and self-awareness 0-5**
- Can describe self in positive terms and talk about abilities.
- Managing feelings and behaviour 0-5**
- Responds to the feelings and wishes of others.
- Managing feelings and behaviour 0-5**
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Managing feelings and behaviour 0-5**
- Aware of the boundaries set, and of behavioural expectations in the setting.

PHYSICAL EDUCATION

- Moving and Handling 0-5**
- Beginning to use three fingers (tripod grip) to hold writing tools
- Moving and Handling 0-5**
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
 - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
 - Holds pencil near point between first two fingers and thumb and uses it with good control.
- Moving and Handling 0-5**
- Experiments with different ways of moving.
- Health and self-care 0-5**
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Health and self-care 0-5**
- Can tell adults when hungry or tired or when they want to rest or play.
 - Can usually manage washing and drying hands.
- Health and self-care 0-5**
- Eats a healthy range of foodstuffs and understands need for variety in food.
 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

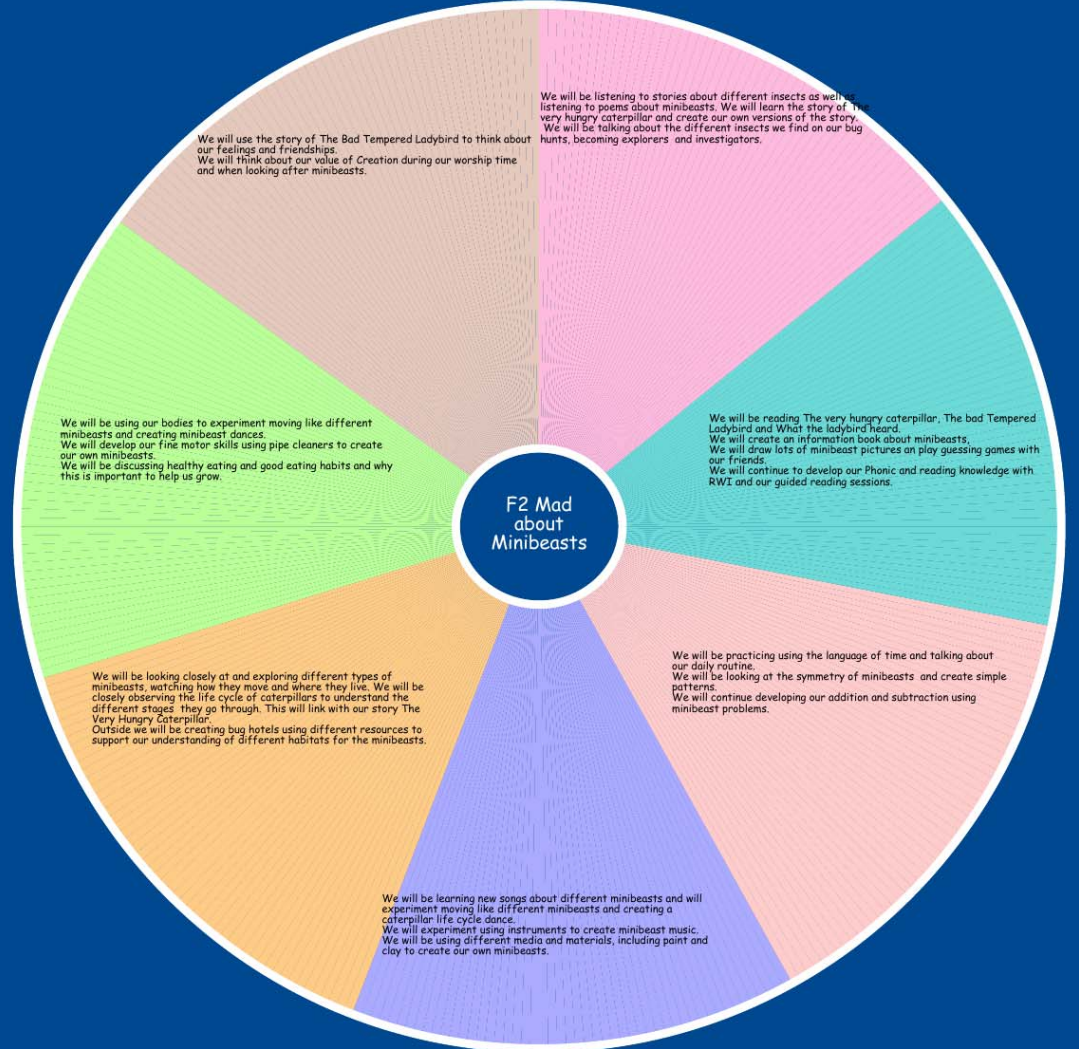
UNDERSTANDING THE WORLD

- The world 0-5**
- Notices detailed features of objects in their environment.
- The world 0-5**
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 - Can talk about some of the things they have observed such as plants, animals, natural and found objects.
 - Developing an understanding of growth, decay and changes over time.
 - Shows care and concern for living things and the environment.
- The world 0-5**
- Looks closely at similarities, differences, patterns and change.
- Technology 0-5**
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
 - Knows that information can be retrieved from computers
- Technology 0-5**
- Uses ICT hardware to interact with age-appropriate computer software.

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F2 Mad about Minibeasts



We will be listening to stories about different insects as well as listening to poems about minibeasts. We will learn the story of the very hungry caterpillar and create our own versions of the story. We will be talking about the different insects we find on our bug hunts, becoming explorers and investigators.

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We will be using our bodies to experiment moving like different minibeasts and creating minibeast dances. We will develop our fine motor skills using pipe cleaners to create our own minibeasts. We will be discussing healthy eating and good eating habits and why this is important to help us grow.

We will be reading The very hungry caterpillar, The bad Tempered Ladybird and What the ladybird heard. We will create an information book about minibeasts. We will draw lots of minibeast pictures on play guessing games with our friends. We will continue to develop our Phonic and reading knowledge with RWT and our guided reading sessions.

We will be looking closely at and exploring different types of minibeasts, watching how they move and where they live. We will be closely observing the life cycle of caterpillars to understand the different stages they go through. This will link with our story The Very Hungry Caterpillar. Outside we will be creating bug hotels using different resources to support our understanding of different habitats for the minibeasts.

We will be practicing using the language of time and talking about our daily routine. We will be looking at the symmetry of minibeasts and create simple patterns. We will continue developing our addition and subtraction using minibeast problems.

We will be learning new songs about different minibeasts and will experiment moving like different minibeasts and creating a caterpillar life cycle dance. We will experiment using instruments to create minibeast music. We will be using different media and materials, including paint and clay to create our own minibeasts.

OUTDOOR LEARNING

We will go on lots of minibeast hunts in our garden and school grounds. We will make some bug hotels and think about what different minibeasts need.

COMMUNICATION AND LANGUAGE

- Listening and attention 0-5**
- Shows interest in play with sounds, songs and rhymes.
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- Listens to others one to one or in small groups, when conversation interests them.
 - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Listening and attention 0-5**
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Understanding 0-5**
- Developing understanding of simple concepts (e.g. big/little).
- Understanding 0-5**
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.
- Understanding 0-5**
- Listens and responds to ideas expressed by others in conversation or discussion.
- Speaking 0-5**
- Learns new words very rapidly and is able to use them in communicating.
 - Uses a variety of questions (e.g. what, where, who).
- Speaking 0-5**
- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
 - Uses talk to connect ideas, explain what is happening and anticipate what might happen next recall and relive past experiences.
 - Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
 - Uses a range of tenses (e.g. play, playing, will play, played).
- Speaking 0-5**
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
 - Links statements and sticks to a main theme or intention
 - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

LITERACY

- Reading 0-5**
- Repeats words or phrases from familiar stories.
- Reading 0-5**
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 - Listens to stories with increasing attention and recall.
 - Shows interest in illustrations and print in books and print in the environment.
 - Looks at books independently.
- Reading 0-5**
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
 - Knows that information can be retrieved from books and computers.
- Writing 0-5**
- Distinguishes between the different marks they make.
- Writing 0-5**
- Sometimes gives meaning to marks as they draw and paint.
 - Ascribes meanings to marks that they see in different places.
- Writing 0-5**
- Gives meaning to marks they make as they draw, write and paint.
 - Begins to break the flow of speech into words.
 - Writes own name and other things such as labels, captions.

MATHEMATICS AND COMPUTING

- Numbers 0-5**
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Numbers 0-5**
- 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.
- Shape, space and measure 0-5**
- Understands some talk about immediate past and future, e.g. before, later or soon.
- Anticipates specific time-based events such as mealtimes or home time.
- Shape, space and measure 0-5**
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
 - Uses positional language.
- Shape, space and measure 0-5**
- Can describe their relative position such as behind or next to.
 - Uses familiar objects and common shapes to create and recreate patterns and build models.
 - Uses everyday language related to time.

EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials 0-5**
- Beginning to move rhythmically.
 - Initiates movement in response to music.
 - Taps out simple repeated rhythms.
 - Beginning to be interested in and describe the texture of things.
 - Uses various construction materials.
- Exploring and using media and materials 0-5**
- Explores the different sounds of instruments.
- Manipulates materials to achieve a planned effect.**
- Being imaginative 0-5**
- Creates movement in response to music.
 - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Being imaginative 0-5**
- Initiates new combinations of movement and gesture in order to express and respond to feelings.