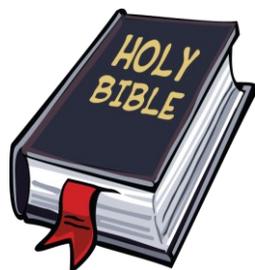


Topic: **Pirates**

RE



- Learning about the Resurrection of Jesus and understanding that at Easter we celebrate Christ being alive.
- Making and learning about the Paschal candle.
- Learning about Pentecost, what happened and how the disciples felt.
- Learning different types of prayer – including the Hail Mary – and writing our own prayers.
- Learning about May being the month of Mary, taking part and celebrating a day dedicated to the mother of Jesus.

RHE ~ Created to live in Community

Communication and Language



- Understanding humour and nonsense rhymes.
- Using talk to organise and clarify thinking ideas, feelings and events.
- Extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Talking and sharing own information about stories.
- Continuing to respond to instructions involving a two part sequence.
- Continuing to understand humour and nonsense rhymes.
- Continuing to use talk to organise and clarify thinking ideas, feelings and events.

Physical Development



- Continue to travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Understanding rules and fairness when playing chasing and racing games.
- Practising some appropriate safety measures without direct supervision.
- Handling tools, objects, construction and malleable materials safely and with control

– using scissors correctly independently.

- Holding pencil correctly and forming recognisable letters and numbers most of which are correctly formed.
- Jumping off an object and landing appropriately.

Personal, Social and Emotional Development/RHE



- Talking about our feelings and why we might feel certain ways.
- Explaining own knowledge and understanding and asking appropriate questions of others.
- Taking steps to resolve conflicts with other children.
- Initiating conversations, attending to and taking account of what others say.
- Learning how to be confident to speak to others about own needs, wants, interests and opinions.
- Talking and learning about what animals needs are and how they are cared for.
- Trip to the Farm.

Literacy



- Reading words and simple sentences.
- Reading and writing High Frequency words.
- Using some simple clearly identifiable letters to communicate meaning, representing most sound correctly and in sequence.
- Choosing independently an increasing range of books and giving reasons why they did/didn't like it.
- Choosing Library books to take home and enjoy.
- Attempting to write short sentences in meaningful contexts.
- Talking about and answering questions about animals.
- Beginning to break the flow of speech into words.

|  |  |
|--|--|
| <p>Maths</p>                        | <ul style="list-style-type: none"> <li>• Estimating how many objects then counting to check.</li> <li>• Identifying own mathematical problems based on own interests and fascinations.</li> <li>• Using the vocabulary involved in addition and subtraction problems</li> <li>• Recording working out for addition and subtraction number problems.</li> <li>• Beginning to give reasons for working out methods.</li> <li>• Odd and Even numbers</li> <li>• Doubles</li> <li>• Sharing</li> </ul> |
| <p>Understanding the World</p>      | <ul style="list-style-type: none"> <li>• Learning about and comparing animals from different countries and habitats.</li> <li>• Learning about life cycles of frogs.</li> <li>• Talking about similarities and differences between ourselves and others.</li> <li>• Underwater animals</li> <li>• Understanding the past</li> <li>• Learning how to keep safe on the internet</li> <li>• Learning about our local area and maps</li> </ul>   |
| <p>Expressive Arts and Design</p>  | <ul style="list-style-type: none"> <li>• Creating different textures and mixing colours independently.</li> <li>• Manipulating material to produce planned effect.</li> <li>• Having confidence to select and use appropriate resources/ tools and adapt work where necessary.</li> <li>• Using headphones ~ using 'Now press Play' Software</li> <li>• Dancing to music</li> <li>• Understanding and finding the pulse in music</li> </ul>  |