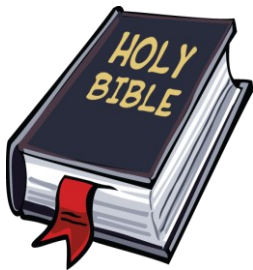









Topic: Pirates	
<p>RE</p> 	<ul style="list-style-type: none"> • Learning about the Resurrection of Jesus and understanding that at Easter we celebrate Christ being alive. • Making and learning about the Paschal candle. • Learning about Pentecost, what happened and how the disciples felt. • Learning different 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. <p>RHE ~ Created to live in Community</p>
<p>Communication and Language</p> 	<ul style="list-style-type: none"> • 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.
<p>Physical Development</p> 	<ul style="list-style-type: none"> • 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

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