

Communication and Language

Learning Intentions

- I can independently introduce a storyline or narrative into my play using ideas from stories, personal experience and songs
- I can confidently retell a familiar story. (Handa's Surprise)
- I can understand negatives, plurals and tense markers in instructions, discussion and adult led role play.
- I understands questions such as who; why; when; where and how and can explain my response
- I can independently make relevant comments about what they have heard and ask questions to clarify my understanding
- I am beginning to ask others questions that are on topic and show an interest.
- I am can use full sentences to describe my understanding

Personal, Social and Emotional Education

Learning Intentions

Relationships

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

Maths

Learning Intentions:

- I can select, rotate and manipulate shapes to develop spatial reasoning skills.
- I can verbally count beyond 20, recognising the pattern of the counting system
- I can link the numbers between 10-20 with their cardinal number value
- I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Literacy: Reading and Writing

Learning Intentions

- I can blend and segment 4 and 5 sound words –frog, clap, sleep...
- I can read and spell tricky words.
- I can read and understand sentences.
- I can sequence sounds in words when writing.
- I can write sentences including finger spaces and full stops.



Understanding of the World

Learning Intentions

- I know who David Attenborough is and why he is important
- I can talk about some similarities and differences between life in the UK and Kenya
- I can compare daily life in the UK with a contrasting country
- I know that the weather is different in different places around the world
- I know that different foods grow in different parts of the world

Seasons

- I can talk about the seasonal changes I can see in summer including weather

Animals: life cycles

- I can describe an animal life cycle (butterfly, tadpole, lamb, chick)
- I can name and match animals to their offspring (lambs, piglets, calf, chick)

Plants

- I know that some plants grow from seeds and can recognise a seed
- I know how to plants a seed
- I know how to look after a plant
- I can look closely at animals and plants and draw them

Important processes

- I can talk about what causes shadows and how they are different depending on the weather or the time of day
- I can observe mold and talk about what I can see

Contrasting environments

- I can talk about some similarities and differences between the UK and Kenya
- I can name some of the fruit and vegetables that are grown in England
- I can name some fruits and vegetables that are not grown in England

Expressive Arts and Design

Learning Intentions

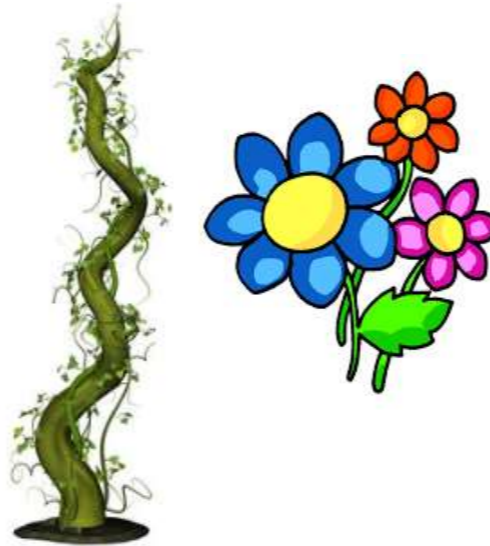
Design Technology

- I can develop threading and weaving skills.
- I can practise and apply weaving skills to a specific material e.g. paper.
- I can practise and apply threading skills with specific materials e.g. hessian and wool.
- I can use threading or sewing to design a product (bookmark).
- I can create a textiles product (bookmark) following my own design.
- I can reflect on how I have achieved my aims.



Music – Charanga: Big Bear Funk

- I can explore the pitch
- I can find the pulse in different ways
- I can explore rhythm
- I can listen and appraise different types of music



Role Play

Indoor: A Florist/ Garden Centre
Outdoor: Jack and the Beanstalk

Visits/ Visitors/Experiences

A 'giant' visitor!
Spring Walks
Fruit Salad making
Lamb visit
Drusillas
Butterflies

Core Texts

Just Ducks
Caterpillar to Butterfly
The Seedling that wouldn't Grow
Jack and the Beanstalk
Handa's Surprise

Growing

Physical Development

Learning Intentions

Gross Motor Skills

- I can move confidently in different ways.
- I can perform a single skill or movement with some control.
- I can perform a small range of skills and link two movements together.
- I can develop my running, throwing and jumping skills



Fine Motor Skills

- I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
- I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, scarves or ribbons.
- Handwriting: hH, Pp, bB, eE, sS