



## RE

**Au:** Creation and Covenant  
Prophecy and Promise  
**Sp:** Galilee to Jerusalem  
Desert to Garden  
**Su:** To The Ends of The Earth  
Dialogue and Encounter

## Personal Social and Emotional Development

### Self Regulation

**Au:** Give focused attention to what the teacher says  
**Sp:** work towards simple goals, being able to wait for what they want  
**Su:** Show an understanding of their own feelings and those of others and regulate their behaviour accordingly

### Managing self

**Au:** Leave parents happily. Be confident to try new activities  
**Sp:** Manage their own basic hygiene and personal needs  
**Su:** Show independence, resilience, and perseverance in the face of challenge

### Building Relationships

**Au:** Settle in and build relationships  
**Sp:** Work and play cooperatively and take turns with others  
**Su:** Show sensitivity to their own and to others' needs

## Understanding the World

### People Culture and Communities

**Au:** Talk about their immediate family  
**Sp:** People have different beliefs and celebrate special times in different ways.  
**Su:** Recognise some similarities and differences between life in this country and life in other countries

### The Natural World

**Au:** Explore the natural world around them  
**Sp:** Recognise some environments that are different from the one in which they live  
**Su:** Understand the effect of changing seasons on the natural world around them

## Maths

**Au:** Build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison.

**Sp:** Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

**Su:** Consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts through varied practice.

## Expressive Art and Design

See Music Curriculum

**Au:** Experiment mixing with colours

**Sp:** Safely explore different techniques for joining materials; Create narratives based around stories

**Su:** Explore and use a variety of artistic effects to express their ideas and feelings; share creations, talk about process and evaluate their work

## Physical Development

### Gross Motor Skills

**Au:** Move safely in a space  
Explore different ways to travel  
**Sp:** Ball control, balancing and climbing, Jump and land safely from a height

**Su:** Move safely with confidence and imagination, communicating ideas through movement

### Fine Motor Skills

**Au:** Mark Making, Pattern drawing, Tripod grip, accurately draw lines, circles and shapes to draw pictures  
**Sp:** Lowercase letters  
**Su:** Uppercase letters; hold scissors correctly

## Literacy

### Literacy – Word Reading

**Au:** Phase 2 graphemes  
Phase 2 Tricky Words  
**Sp:** Phase 3 graphemes  
Phase 3 Tricky Words  
Words with double letters  
Longer words  
**Su:** Phase 4 Tricky Words  
Words with adjacent consonants

### Literacy – Writing

**Au:** Mark making, Fine motor activities, Pattern drawing, Phase 2 graphemes, Phase 2 Tricky Words, Writing letters  
**Sp:** Fine motor activities, Phase 3 graphemes, Phase 3 Tricky Words  
Words with double letters, Longer words, Writing words and phrases  
**Su:** Fine motor activities, Phase 4 Tricky Words, Words with adjacent consonants, Writing sentences

### Literacy – Comprehension

**Au:** Engage in and enjoy an increasing range of books  
**Sp:** Talk about the characters in the books they are reading  
**Su:** Retell a story using vocabulary influenced by their book; Answer questions about what they have read

## Communication and language

### Listening, Attention and Understanding

**Au:** Listen attentively  
**Sp:** respond to what they hear with relevant questions, comments and actions  
**Su:** Make comments about what they have heard and ask questions to clarify their understanding

### Speaking

**Au:** Share their chatterboxes in small groups  
**Sp:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary  
**Su:** Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions