

TOPIC WORK

English Topics

- Identity
- Traditional Tales
- Winter (Arctic/Antarctic)
- Space
- The Farm (Ducks/ Ducklings/Life Cycles)
- Around The World

Talk for Writing Texts

- Little Red Hen
- Elmer
- How to Catch a Star
- The Three Little Pigs
- Little Red Riding Hood
- Mr Grumpy's Outing

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Initiate conversations, attends to and takes account of what others say.
- Explain own knowledge and understanding, and asks appropriate questions of others.
- Take steps to resolve conflicts with other children, e.g. finding a compromise.
- Play co-operatively, taking turns with others.
- Take account of one another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Be confident to try new activities, and say why they like some activities more than others.
- Be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Be aware of the boundaries set, and of behavioural expectations in the setting.
- Negotiate and solve problems without aggression,
- Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- Work as part of a group or class, and understand and follow the rules.
- Adjust their behaviour to different situations, and take changes of routine in their stride

LITERACY

- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoy an increasing range of books.
- Know that information can be retrieved from books and computers.
- Demonstrate understanding when talking with others about what they have read.
- Give meaning to marks they make as they draw, write and paint.
- Continue a rhyming string.

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary.

COMMUNICATION & LANGUAGE

- Maintain attention, concentrate and sit quietly during appropriate activity.
- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.
- Respond to instructions involving a two-part sequence. Understand humour, e.g. nonsense rhymes, jokes.
- Follow a story without pictures or props.
- Listen and respond to ideas expressed by others in conversation or discussion.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences in play situations.
- Link statements and sticks to a main theme or intention.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduce a storyline or narrative into their play.
- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.

MATHEMATICS*

1st semester:

- Recognise some numerals of personal significance.
- Count to 20 (check with French teachers regularly to see where pupils are)
- Identify and represent numbers up to 10 using objects or pictures (check with French teachers regularly to see where pupils are)
- Compare quantities up to 10 (check with French teachers regularly to see where pupils are)
- Select a particular named shape.
- Describe their relative position such as 'behind' or 'next to'.
- Use familiar objects and common shapes to create and recreate patterns and build models.
- Use everyday language related to time.
- Order and sequence familiar events.

2nd semester:

- Use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Order two or three items by length or height.
- Order two items by weight or capacity.
- Measure short periods of time in simple ways.
- Use everyday language to talk about size, weight, capacity, position, distance, time to compare quantities and objects.

**Mathematics concepts are taught in French first, then reinforced in English*

PHYSICAL DEVELOPMENT

- Experiment with different ways of moving.
- Jump off an object and lands appropriately.
- Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Use simple tools to effect changes to materials.
- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space.
- Handle equipment and tools effectively, including pencils for writing.
- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

UNDERSTANDING THE WORLD – *PEOPLE AND COMMUNITIES*

- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

UNDERSTANDING THE WORLD – *THE WORLD*

- Look closely at similarities, differences, patterns and change.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

UNDERSTANDING THE WORLD - *TECHNOLOGY*

- Complete a simple program on an electronic device.
- Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EXPRESSIVE ART AND DESIGN

- Build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and adapts work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.
- Sing songs, make music and dance, and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Create simple representations of events, people and objects.
- Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Choose particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Play alongside other children who are engaged in the same theme.
- Play cooperatively as part of a group to develop and act out a narrative.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.