

OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

**Prime Area: Personal, Social and Emotional Development**

I understand that I need to exercise to keep my body healthy.  
I understand how moving and resting are good for my body.  
I know which foods are healthy and not so healthy and can make healthy eating choices.  
I know how to help myself go to sleep and understand why sleep is good for me.  
I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.  
I know what a stranger is and how to stay safe if a stranger approaches me.

**Prime Area: Communication and Language**

I can learn and recite, poems and songs.  
To retell stories using Storytelling Schools/Tales Toolkit.  
I can articulate a life cycle.  
I can listen to, engage in and talk about selected non-fiction.  
I can articulate my ideas and thoughts into well-formed sentences.  
I ask questions to find out more.

**Prime Area: Physical Development**

I can develop my fine motor skills through threading, cutting, weaving, playdough activities.  
I can hold a pencil effectively with comfortable grip.  
I can correctly form recognisable letters.  
During PE – Dance  
I can:  
Move energetically  
Copy basic actions  
Move to music  
Negotiate space  
I can perform teacher led warm ups.

# Sunflower Class



**Spring Term 2**

Wow Moments:

Mother's Day Service – Friday 25<sup>th</sup> March

Easter Service – Friday 8<sup>th</sup> April

**Specific Area: Expressive Arts and Design**

I can make different textures.  
I can make rubbings of leaves/plants  
I can make patterns using different colours.  
I can design a scarecrow.  
I can complete Easter crafts using printing.  
I can design patterns on Easter eggs.  
I can combine media to make a collage (collage chick).  
I can create natural artwork based on Andy Goldsworthy.

**Specific Area: Understanding the World**

I can describe similarities and differences between environments – linked to what grows there.  
I can describe special events (Easter).  
I can tell you what a plant needs to grow (growing the beanstalk).  
I can understand the key features of the life cycle of a plant and animal.

**Specific Area: Literacy**

I can demonstrate understanding when talking about what I have read  
I can repeat words or phrases to check my reading  
I can read and understand simple sentences  
I can use phonic knowledge to read and decode regular words  
I can read all Phase 2 words  
I can read some Phase 3 words  
I can create my own story maps.  
I can write captions and labels.  
I can write simple sentences to accompany story maps.  
I can describe characters.

**Specific Area: Mathematics**

I can explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.  
I can continue to consolidate their understanding of cardinality, working with larger numbers within 10.  
I can become more familiar with the counting pattern beyond 20.  
I can explore the composition of odd and even numbers, looking at the 'shape' of these numbers.  
I can begin to link even numbers to doubles.  
I can begin to explore the composition of numbers within 10.  
I can compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.