**Understanding of the World**

* Explore light and dark as the seasons change and we observe festivals of light (Christmas)
* RE Day (Why Do Christians Perform Nativity Plays at Christmas?) and preparing for Christmas, developing an understanding of their own culture and beliefs and respect for the cultures and beliefs of others
* Investigate the changing seasons, animal habitats and adaptations (including hibernation and migration), using all of the senses as appropriate
* Identify and describe local features as part of Wellie Walk woodland investigations
* Begin to show an understanding of the need for a variety of food in their diet and the importance of good health
* Develop understanding and use of ICT, linking to E-safety
* Explore different materials, their properties and their uses. How could we make a strong, waterproof roof for a house (based on the story of ‘The Three Little Dassies’ by J Brett (an African version of The Three Little Pigs)?

# **Maths**

* Develop recognition and use of numbers from 1 to 20 in a range of practical contexts
* Identify one more and one less than a given number
* Explore doubling, halving and estimation
* Use developing mathematical ideas and methods to solve practical problems – link to measures and capacity eg in cooking
* Explore 2D and 3D shapes through designing and construction activities
* Create repeating patterns in a variety of contexts and with a variety of equipment
* Sorting investigation, according to the features of different materials

**Prime Area: Communication & Language**

* Listen and respond to stories, rhymes and poems
* Anticipate key events in stories
* Use language effectively to imagine and recreate roles and experiences linked to the topic
* Express themselves effectively through discussions and role-play, showing an awareness of listeners’ needs

EYFS Framework - 3 Prime Areas of Learning and 4 Specific Areas underpinned by the characteristics of effective learning (Playing and Exploring; Active Learning; Creative and Critical Thinking)

As part of our Growth Mindset approach we are collaborative, resilient, disciplined, imaginative and curious learners.

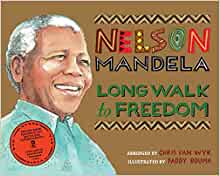
**Literacy: Reading and Writing**

* Read and discuss a range of themed stories and poems (Grandad Mandela, Meerkat Mail, The Hunter, One Day on Our Blue Planet, Handa’s Surprise, Amazing Grace)
* Explore story settings via key festivals, stories and events e.g. Christmas
* Use information books to develop understanding of celebrations, seasons and contrasting animal habitats etc
* Use themes to inspire writing; begin to use and apply phonic knowledge to read and write words, labels and simple captions/sentences, with support
* Develop handwriting skills, including the formation of cursive letters through gross-motor movements

**Cherry Pips Term 2 2020**

**Long Walk to Freedom**

**(Amazing Africa)**

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Development

# **Expressive Art & Design**

* Sing simple celebration songs from memory
* Explore colour, texture, shape, form and space in two or three dimensions (inspired by animal prints; Science investigation and subsequent house building/junk modelling; Christmas cards)
* Explore and extend their use of imagination through role-play and in art and design, music and dance
* Listen and respond to African music; explore African drumming

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

* Display high levels of involvement in an increasing range of self-chosen activities
* Select and use activities and resources independently, safely and effectively
* Dress independently for PE and when going outside, including buttons and zips
* Develop ‘Working with Others’ skills - working as part of different groups, taking turns and sharing fairly
* Respond to significant experiences, showing a range of feelings when appropriate
* Develop awareness of their own needs, views and feelings and sensitivity to the needs and views and feelings of others
* Explore how to keep safe/people who help us, recognising the need for privacy in given contexts

# **Physical Development**

* Travel in a variety of ways around, on and over apparatus, focusing on balance and coordination
* Develop fine motor control and coordination – including correct pencil grip
* Continue to improve recognisable letter formation
* Handle tools and equipment safely and with increasing control