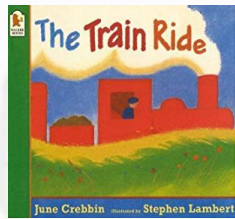
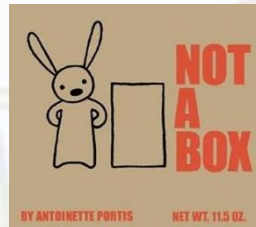


**Core text 1:**



**Core text 2:**



**Inspiring Contexts: (subject to change)**

- Vehicles visiting the school
- Story in a box
- Parent showcase (end of term)

**Value of the month:**

January: Quality  
February: Passion

**Vocabulary**

Vehicle, Land, Air, Sea, Transport, Engine, Wheels, Journey

Communication and language	Personal, social and emotional development	Physical development
<ul style="list-style-type: none"> <li>• Understand 'why' questions.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> </ul>	<p><b>P.E: Games: Unit 1</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>

Literacy	Maths	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Explore how things work</li> <li>• Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Join different materials and explore different textures.</li> <li>• Remember and sing entire songs.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul>