

**PSED:** (personal, social and emotional development)

- Initiate conversation, attend to and takes account of what others say
- Explain own knowledge and understanding and ask appropriate questions of others
- To begin to be able to negotiate and solve problems without aggression
- Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them
- Adjust behaviour to different situations and is aware of the boundaries set
- Shows sensitivity to others' needs and feelings

**Literacy:**

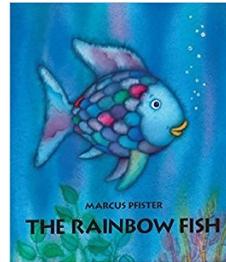
- Can segment the phonemes in simple words and blend them together and know which graphemes represent them
- Link sounds to letters, naming and sounding the letters of the alphabet
- Continue to read simple words, captions and simple sentences
- Use vocabulary and forms of speech that are increasingly influenced by their experience of books
- Attempt to write short sentences in meaningful contexts
- Write common misconception words
- Know that information can be retrieved from books and computers

**UW:** (Understanding the World)

- Enjoy joining in with family customs and routines
- Show interest in different occupations and ways of life
- Discuss animal habitats and what it would be like to live in different parts of the world
- Talk about features of own immediate environment and how environments might vary from one another (jungle/rainforest, oceanic, polar, desert compared with own environment)
- Develop an understanding of growth, decay and changes over time
- Look closely at similarities, differences, patterns and change
- Show care and concern for living things and the environment
- Talk about technology in homes and schools
- Complete a simple program on the computer

**RE:** Salvation:

- Palm Sunday
- Good Friday
- Easter Saturday
- Easter Sunday
- Forgiveness



## Animal Kingdoms

Year R—Bees

Term 4



**Maths:**

- Using the language of 'more' and 'fewer' to compare two sets of objects
- Finds the total number of items in two groups by counting all of them
- Says the number that is one more than a given number
- Finds one more or one less from a group of up to 10 objects
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting
- Estimates how many objects they can see and checks by counting them
- Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes
- Selects a particular named shape
- Use familiar objects and common shapes to create and recreate patterns and build models
- Uses everyday language related to time
- Orders and sequences familiar events
- Measures short periods of time in simple ways

**PD:** (Physical development)

- Travel with skill and confidence around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Uses simple tools to effect changes to materials
- Handle tools, objects, construction and malleable materials safely and with increasing control
- Show understanding of the need for safety when tackling new challenges, and consider and manage some risks
- Talk about ways to keep healthy and safe
- Store and transport equipment safely
- Follow some appropriate safety measures without direct adult supervision

**EAD:** (Expressive Arts and Design)

- Play cooperatively as part of a group and act out a narrative
- Construct with a purpose in mind using a variety of resources
- Select appropriate resources and use tools for a purpose
- Imitate movement in response to music (animal movement/dance and music – loud and soft)
- Use various construction materials (to make junk models of animals)
- Make telescopes to search for animals
- Make animal skin patterns, masks, rain sticks
- Artwork related to Spring and Easter

**C & L:** (communication and language)

- Maintain attention, concentrate and sit quietly during appropriate activity
- Can listen and do
- Able to follow a story without pictures and props
- Listen and respond to ideas expressed by others in conversation and discussion
- Answer 'how' and 'why' questions about experiences
- Use language to imagine and recreate roles and experiences in play situations
- Link statements and stick to a main theme or intention
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduce a storyline or narrative into play