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| **Maths** | **Communication, Language and Literacy** |
| Count and correspond accurately 1-5, 1-10, 1-20  Begin to use everyday language to talk about length, weight, capacity and height.  Recognise and form numerals 1-5, 1-10, 1-20. | Enjoy/continue a rhyming string using familiar songs and rhymes.  Enjoy an increasing range of stories and talk about them.  Use appropriate language to describe main characters. |
| **Understanding the World – The World** | **Expressive Arts and Design – Exploring and Using Media and Materials** |
| Look at features of our outdoor environment to prompt story telling.  Talk about and compare details of nature. | Demonstrate a range of joining techniques to create a product for purpose.  Use techniques such as rolling, cutting and carving. |
| **Understanding the World - Technology** | **Expressive Arts and Design – Being Imaginative** |
| Use the whiteboard to navigate around a variety of programmes. | Understand and represent the story of the Gingerbread Man using a variety of creative mediums. |
| **Understanding the World– People and Communities** | **Expressive Arts and Design - Music** |
| Begin to understand the uniqueness of our families. | Explore instruments and tap out a rhythm.  Explore how sounds can be made and changed. |
| **Religious Education** | **Physical Development** |
| Look at the Christian festival of Pentecost, and the Jewish faith. | Develop a variety of physical control skills using a variety of P.E resources. |
| **Personal, Social and Emotional Development** | **Spiritual, Moral and Cultural Development** |
| Follow instructions and be independent for a variety of learning activities. | Recognise our differences and similarities and begin to understand that we are all unique. |



**Time to Shine**

Communication, language & literacy

Understand and represent the story of the Gingerbread Man

Physical

Demonstrate physical control and skill using a variety of P.E equipment.

STEM

Design and make a product which will help the Gingerbread Man get across, over or under the river.

Physical

To demonstrate a range of physical skills using a variety of P.E equipment

**The Gingerbread**

**Man**

PSED

Follow instructions and be independent for a variety of learning activities.

STEM

Design and make a product that will help the Gingerbread Man get across, over or under the river.

*My Mini Adventure*

**Nursery**

**Child’s name**