



<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens</li> <li>Pay attention to more than one thing at a time</li> <li>Know many rhymes and songs, talk about familiar books and tell a long story</li> <li>Able to express a point of view and use words as well as actions to debate when they disagree</li> <li>Start a conversation with an adult or a friend and continue for many turns</li> <li>Develop pronunciation</li> <li>Use longer sentences (4-6 words)</li> </ul>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>Play with one or more other children and elaborating ideas</li> <li>Find solutions to conflicts and suggesting other ideas</li> <li>Develop sense of responsibility and membership of a community</li> <li>Talk about their feelings using words like “happy, sad, angry or worried”</li> <li>Gradually start understanding how others might be feeling</li> <li>Remember rules without adult reminders and understand why they are important</li> </ul>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>Increasingly able to use and remember sequences and patterns of movements</li> <li>Start taking part in group activities made up by themselves or teams</li> <li>Use one-handed tools (making snips in paper with scissors)</li> <li>Show preference for a dominant hand</li> <li>Increase independence in personal care needs (brushing teeth, washing hands, toileting)</li> </ul>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>Understand key concepts about print (has meaning, English reads left to right, page sequencing)</li> <li>Develop phonological awareness to spot rhymes, count or clap syllables, initial sounds</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Use some of print and letter knowledge in early writing (pretend shopping lists, etc)</li> </ul>
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>Subitise to 3 quickly without counting</li> </ul>	<p><b>Explorers 1 Curriculum Map</b> <b>Spring 1 – “Under the Sea”</b></p> <p><u>Important Events</u></p> <p>Winter Olympics 2026 Valentine’s Day Chinese New Year</p>		<p><u>Expressive Arts and Design</u></p>

<ul style="list-style-type: none"> <li>• Say one number for each item in order (1:1 counting)</li> <li>• Understand cardinal principle (the number you end on is the amount in a group)</li> <li>• Link numerals and amounts (match number of objects to correct numeral)</li> <li>• Extend and create ABAB patterns</li> <li>• Compare objects' size, length, weight and capacity</li> <li>• Explore 2D shapes using "sides, corners, flat, round"</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Show interest in different occupations</li> <li>• Understand the need to respect and care for the natural environment and living things</li> <li>• Continue to develop positive attitudes about people's differences</li> <li>• Talk about differences between materials and change they notice</li> <li>• Explore how things work</li> </ul>	<p><b><u>Characteristics of Effective Teaching and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Use stimuli to motivate and inspire – visits, visitors, artefacts, books, videos, outside learning, our locality.</li> <li>• Creative thinkers, independent learners, real-life challenge, controlled risk-taking, resourcefulness, collaboration, thinking skills.</li> <li>• Collaborative learning, care for the environment, share talents, make decisions, links in and around Peterlee, other communities and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in pretend play, using an object to represent something else</li> <li>• Begin to develop complex stories using Small World equipment (animals, doll houses, trains)</li> <li>• Construct imaginative and complex small worlds using blocks and construction kits</li> <li>• Explore different materials freely, develop their own ideas of how to use them</li> <li>• Explore colour and colour-mixing</li> <li>• Create their own songs or improvise a song around one they know</li> </ul>
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