


<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>● Enjoy listening to longer stories and can remember much of what happens</li> <li>● Know many rhymes and songs, talks about familiar books and tell a long story</li> <li>● Use talk to organise themselves and their play: “Let’s go on the bus...”</li> <li>● Start a conversation with an adult or a friend and continue for many turns</li> <li>● Develop pronunciation</li> <li>● Pay attention to more than one thing at a time</li> <li>● Use longer sentences of four to six words</li> </ul>	<p><b><u>Personal, Social and Emotional Development</u></b></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>● Develop appropriate ways to be assertive</li> <li>● Show more confidence in new social situations</li> </ul>	<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>● Develop movement, balancing, riding (scooters, trikes) and ball skills</li> <li>● Start taking part in group activities made up by themselves or teams</li> <li>● Use large-muscle movements to wave flags, streamers, paint and mark-make</li> <li>● Eat independently with a knife and fork</li> <li>● Increase independence in personal care needs (brushing teeth, washing hands, toileting)</li> </ul>	<p><b><u>Literacy</u></b></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><b>Explorers 1 Curriculum Map</b>  <b>Spring 2 – “Help is at Hand”</b>  <u>Important Events</u>            St. Patrick’s Day            Easter</p> 			
<p><b><u>Mathematics</u></b></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>● Subitising to 3</li> <li>● Compare quantities using “more or less than”</li> <li>● Compare objects’ size, length, weight and capacity</li> <li>● Explore 2D shapes using “sides, corners, flat, round”</li> <li>● Extend and create ABAB patterns</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>● Use all their senses in exploring natural materials</li> <li>● Show interest in different occupations</li> <li>● Begin to make sense of their own life story and family history</li> <li>● Continue to develop positive attitudes about people’s differences</li> <li>● Know that there are different countries in the world and talk about their differences</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>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>● Take part in pretend play, using an object to represent something else</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>● Respond to different sounds they have heard, expressing their thoughts and feelings</li> <li>● Play instruments with increasing control to express their feelings and ideas</li> <li>● Join different materials and explore different textures</li> <li>● Draw with increasing complexity and detail</li> </ul>