

### Expressive Arts and Design

- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Use percussion instruments to make the rhythm of the train as it travels and changes.

### Maths

#### Counting:

- Say one number for each item in order.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

#### Linking numerals and amounts:

- Showing the right number of objects to match the numeral to 4.
- Experiment with their own symbols and marks as well as numerals.

#### Position and Direction:

- Describe a familiar route using words like 'in front of' and 'behind'.

**Pattern:** Extend and create ABAB patterns.

**Shape:** talk about and explore 3D shapes.

### Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
  - Show a preference for a dominant hand.

### Personal, Social and Emotional Development

- Work in small groups to build large vehicles which can be used during play.
- Help to find solutions to conflicts and disagreements.
- Show more confidence in new social situations.
- Begin to understand how others might be feeling.

### Key Theme

## On The Move

### Communication and Language

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play.
- Use longer sentences of four to six words.
- Use some story language when retelling stories e.g.: first, next, then, after, suddenly.

### Understanding the World

- Explore how things work e.g.: pushes and pulls using trains and cars.
- Find out how different real trains work.
- Explore using wind-up vehicles, friction toys and using straws to blow boats across water.
- Show interest in different occupations.
- Role play – garage.

### Writing

- Know that can have different purposes.
- Use some of their print and letter knowledge in their early writing.
- Continue to tell adults what their mark making means.

### Reading

- Reading the following key texts as a class: **Mr Gumpy's boat, The Train Ride and Duck in the Truck.**
- Use photographs from the stories to retell.
- Recall stories with changing rhythm and tempo e.g.: the train ride which speeds up and slows down.
- Name parts of the book e.g.: title, blurb, front cover.

