

Literacy

- Ask questions about the book. Makes comments and shares their own ideas
- Join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Add some marks to their drawings, which they give meaning to, for example: "That says mummy."
- Talks about the different parts of a book
- Discriminates between different sounds (animal)
- Recognises rhyming words in games, stories and poems.
- Recognises familiar logos and labels in the environment
- To know that text has meaning.
- Joins in naming pictures in RWI

Communication and Language

- Start to develop conversation, often jumping from topic to topic.
- Confidently put 2/3 words together.
- Identifies action words by following simple instructions e.g. who is jumping?
- Asking and answering questions
- Developing sentence length

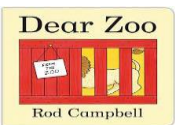
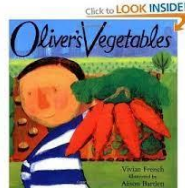
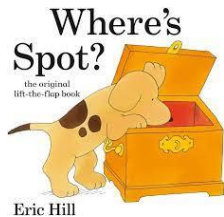
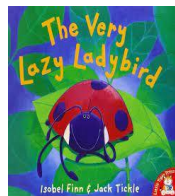
Maths

- Consolidate 1 – 5
- Height & Length
- Tall and short
- Long and short
- Mass Relate to books 3 little pigs goldilocks
- Capacity
- Developing understanding of positional language
- Recites numbers in sequence 1-5
- Number 6
- Introduce 10 frame
- Link numbers to amounts
- Ordering
- Combining shapes to make pictures or patterns.

Spring 2 What's the Weather Doing?

Understanding the World

- Beginning to notice changes in my environment
- Talk about environments in stories
- Talk about places I have visited (e.g.: the park/Tesco)
- Follow positional language instructions
- Children to talk about significant events in their life.
- St Piran
- Chinese New Year
- Easter
- To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.
- Talk about the different types of weather.
- Talk about habitats and make some.
- Operate simple equipment e.g. turn on CD player or use a remote control.



Expressive Arts and Design

- Make simple models which express their ideas.
- Makes marks intentionally. (in flour, sand, pens, crayons, paint etc.)
- Develop stories using small world equipment like animal sets, dolls and dolls houses etc
- Develop pretend play with others
- Use available resources as props
- Join in with songs and rhymes, making some sounds.
- Plays instruments with increasing control to express feelings and ideas
- Move in a range of ways

Physical Development

- Gallop (pre-skipping)
- Large up and down/ circular movements
- Use tweezers to pick up/ move smaller objects i.e. Small pompoms/objects
- Pegs onto paper plates/ material
- Disco dough

Personal Social Emotional Development SCARF: Rights and Respect

- Looking after myself
- Looking after others
- Looking after my environment

