

Spring 2

Topic	<i>Splendid Spring Easter</i>
Key Texts	Key Texts: Jasper's Beanstalk by Nick Butterworth, The Three Billy Goats Gruff – traditional tale, The tiny seed – Eric Carle, The Easter Journal and Saving Easter – Twinkl ebook, We're going on Easter Egg Hunt – Laura Hughes and Martha Mumford
Trips/Visits/Visitors/Experiences	Cooking Parents 'Stay & Play'
Writing	<ul style="list-style-type: none"> • Develop manipulation and control, and explore different materials and tools – playdough, cutting, drawing, pouring water, pushing toy cars • Enjoy drawing freely • Write some or all of their name • Begin to give some meaning to their marks and understand structure of writing – eg write a shopping list and it starts at the top of page • Write some letters accurately
Reading	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • The names of the different parts of a book • Print can have different purposes • Page sequences • In English text we read from left to right and from top to bottom <p>Develop their phonological awareness so they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes in books • Count or clap syllables in a word • Recognise words with the same initial sound • Engage in extended conversations about stories
Phonics	<ul style="list-style-type: none"> • Initial sound games and activities
Communication and Language	<ul style="list-style-type: none"> • Show understanding of an instruction with two parts such as 'Get your coat and line up' • Sing a large repertoire of songs such as Nursery Rhymes, counting songs and other school songs • Understand why questions when learning about Spring and growing • Be able to express themselves and debate using words as well as actions • Be able to start a conversation with an adult or friend and let it continue • Use talk to organise themselves and their play • Enjoy listening to longer stories and can remember much of what happens • Begin to use a wider range of vocabulary focused on Spring, plants and growing • Be able to talk about familiar books and be able to tell a long story • Use longer sentences of four to six words
Mathematics	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers • Show 'finger numbers' up to 5 • Fast recognition of up to 5 objects, without having to count them (subitise) • Say one number for each item in order 1,2,3,4,5 • Recite numbers past 5

	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Experiment with their own symbols and marks as well as numerals • Solve real world mathematical problems with numbers up to 5 • Compare quantities using language: 'more than', 'fewer than' • Make comparisons between objects relating to size when looking at Billy Goats Gruff • Make comparisons of height using language such as tall, short taller
<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs e.g. pouring drinks, using the toilet and washing their hands • Begin to use one handed tools such as scissors • Begin to use a good grip when holding pencils • Continue to develop their movement and balance skills through weekly PE sessions • Use large-muscle movements to play, paint and make marks • Develop independence when dressing and undressing • Match their developing skills to tasks and activities in class • Continue to eat independently and use a knife and fork • Develop their balance and riding skills • Go up steps and climb large apparatus, using alternate feet • Skip, hop, stand on one leg and hold a pose for a game • Collaborate with others to manage large items when using our outdoor construction site
<p style="text-align: center;">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Help to find solutions to conflicts and rivalries with support from an adult • Talk with other to solve conflicts • Select and use activities and resources with help when needed • Develop ways of coping when leaving their parent/carer at drop off times • To increasingly follow rules and understand why they are important • Do not always need an adult to remind them of a rule • Begin to talk about their feelings using words such as happy, sad, angry or worried when reading stories • Play with one or more children, extending and elaborating play ideas • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting • Begin to understand how others might be feeling in stories • Develop appropriate ways of being assertive • Show more confidence in new social situations such as talking to the class in 'Show and Tell' • Learn about being safe when out in the community including road safety

<p>Understanding of the world</p>	<ul style="list-style-type: none"> • Know how to stay safe on the internet and know who to talk to if something worries them • Interact with age-appropriate software when drawing on 2Paint on Purplemash • Continue to develop positive attitudes about the differences between people when learning about Easter celebrations • Plant seeds and care for growing plants- cress • Understand the key features of the life cycle of a plant when looking at trees and flowers • Begin to understand the need to respect and care for the natural environment and all living things • Talk about the differences between materials and changes they notice when building bridges for the Billy Goats Gruff • Talk about what they see, using a wide vocabulary while looking at the bridges, plants and flowers
<p>Expressive Art and Design</p>	<ul style="list-style-type: none"> • Take part in pretend play whilst in the role play areas- 'Garden centre/Florist and Easter Egg shop • Use collage skills to make a flower for a Mother's Day card • Develop their own ideas and then decide which materials to use to express them when building bridge for the Billy Goats • Use a range of materials for printing while making Easter eggs and Easter cards • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Make imaginative and complex small worlds with blocks and construction materials • Sing the pitch of a tone sung by another person ('pitch match') • Remember and sing entire songs • Play instruments with increasing control during Music sessions • Listen with increased attention to sounds