

Spring	<u>Tales with a twist</u>		<u>Let it grow</u>
Personal Social and Emotional Development	<p>Learning to take account of each other's ideas about how to organise their role play. Being able to work as part of a group</p> <p>Feelings – exploring the behaviour of characters in our stories – e.g. was Goldilocks right to go in someone else's home?</p> <p>Learning how to keep ourselves safe.</p>	Personal Social and Emotional Development	<p>Looking after chicks and planting seeds will help us learn to adjust our behaviour to different situations.</p> <p>Being able to say if you need help in new situations.</p> <p>Being sensitive to each other's feelings.</p>
Physical Development	<p>Continuing to refine pencil and scissor control. Manipulating other classroom tools independently. Showing good control and coordination in gymnastics dance lessons.</p> <p>Making sure we are completely independent with dressing skills – especially doing up buttons and zips!</p> <p>Knowing the importance of exercise.</p> <p>Ball skills unit</p>	Physical Development	<p>Improving pencil and scissor control – making tiny cards and books with tiny objects.</p> <p>Improving control and co-ordination in our PE lessons.</p> <p>Understanding the importance of exercise in keeping us healthy.</p> <p>Learning about eating a healthy range of food.</p>
Communication and Language	<p>Listening to stories and anticipating the main events.</p> <p>We will look at the structure of traditional tales and at how repetition is used effectively to sustain interest.</p> <p>Learning to use language to imagine and recreate roles and experiences in our role play areas.</p> <p>The children will develop their own stories based on our three traditional tales.</p> <p>They will listen to their friends and respond appropriately when they are acting out stories.</p>	Communication and Language	<p>Listening to stories about growth e.g. Jasper's Beanstalk, Dora's Eggs.</p> <p>Responding to stories with relevant comments. Learning to use the past present and future forms accurately when talking about events that have happened or are to happen in the future – plant growth, animal growth and ourselves!</p> <p>Following instructions involving several actions – e.g. planting seeds and seedlings</p> <p>Taking part in a trip to Chiki Ceramiki to create a personal decoration.</p>
Literacy	<p>Sharing and enjoying a wide range of traditional and fairy tales. Learning to use vocabulary and forms of speech that are increasing influenced by</p>	Literacy	<p>Sharing and enjoying a range of books – with a focus on information texts.</p>

	<p>books. We will read the traditional tales of “Goldilocks and the Three Bears”, “The Three Little Pigs and “The Three Billy Goats Gruff” and be able to retell the story in our own words. These tales will help to develop the children’s language skills through imaginative play and provide the opportunity to act out familiar stories.</p> <p>Learning to read whole words by sight and using this to read books with labels and captions. Continuing to link letters and sounds and practising writing each letter with the correct formation.</p> <p>Writing our whole names. Writing cvc words Writing labels and captions. Beginning to write short sentences. Reading alternative versions of traditional tales and discussing similarities and differences</p>		<p>Learning to read whole words by sight and using this to read books with labels, captions and sentences. Continuing to link letters and sounds and practising writing each letter with the correct formation. Using our phonic knowledge to write words in ways that match their spoken sounds including some more complex words.</p> <p>Writing our whole names. Writing labels and captions. Writing short sentences. Reading our friends writing.</p>
Mathematics	<p>Listening to counting stories and acting out number rhymes. Counting reliably with numbers from 1 – 20. Ordering numbers up to 20. Using objects to add 2 single digit numbers together. Learning to count on from a number. Learning to use everyday language to talk about size and weight. Using positional vocabulary. Learning to recognise, create and describe patterns.</p>	Mathematics	<p>Listening to counting stories and acting out number rhymes. Counting reliably with numbers from 1 – 20 and order them confidently. Saying which number is one more and one less than a given number within 20. Using objects to add 2 single digit numbers together. Using objects to subtract 2 single digit numbers. Learning to count on from a number. Learning to count back from a number. Comparing measurements through observing plant growth. Looking for shape in the natural world.</p>
Understanding the World	<p>Learning about Chinese New Year Celebrations. Observing the winter weather.</p>	Understanding the World	<p>Recognising and observing signs of spring. Observing plant and animal growth. A farm visit.</p>

	<p>Using ICT to complete a variety of simple programs. Independently programming a bee bot to follow a simple path. Making a map of a story characters journey. Learning all about Chinese New Year</p>		<p>Sharing and understanding special times – Mother’s Day & Easter</p>
<p>Expressive Arts and Design</p>	<p>Exploring and using different media to make pictures or models. Representing real characters and imaginary characters through painting, collage, role play and dance. Listening to a variety of music, discussing how it makes us feel. Learning how to play a range of simple percussion instruments. Engaging in imaginative and representational role play – related to traditional tales. Following a storyline in their play.</p>	<p>Expressive Arts and Design</p>	<p>Using the skills learnt about using media and materials in original ways - making cards to celebrate special occasions. Beginning to adapt and improve our work. Representing plants and animals in a variety of ways – through art, music and dance. Engaging in imaginative and representational role play – a garden centre and other opportunities. Playing cooperatively as part of a group to act out a story.</p>