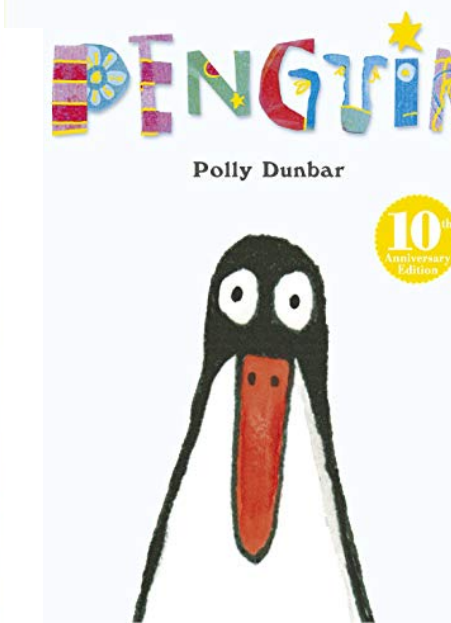
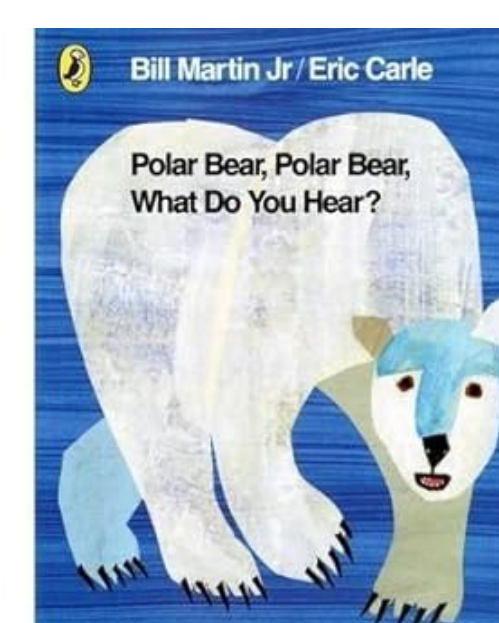
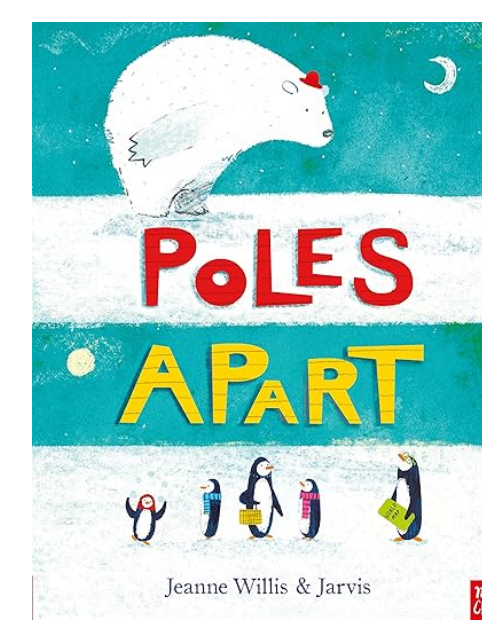


Spring 1

Poles, Penguins and Polar Bears



PSED

- * Children show pride in following rules and routines, understanding why they are important.
- * Children learn to play games, accepting their friends ideas, taking turns and sharing resources.
- * Children begin to find solutions to conflicts e.g. suggesting other ideas if not everyone wants to play the same game.

C&L

- * While sharing key texts children will be able to retell longer stories discussing characters, events and predicting what could happen next.
- * Children develop their communication using longer sentence of four to six words to discuss what they learn, see and experience.

PD

- * Children will use one handed tools and equipment to safely make marks, patterns, snips and cuts to make changes and adaptations to a variety of materials.
- * Children will develop their pencil control, holding pencils in a comfortable tripod grasp.
- * Children will learn to use a knife and fork independently and with increased control e.g. beginning to cut their own food.

Literacy

- * Children will continue to develop their phonological awareness spotting and suggesting rhymes.
- * They will clap the rhythm and syllables in words such as their name and hear initial sounds in words and begin to link these together through alliteration..polar bear, penguin, pineapple, pumpkin
- * Children will share a variety of books developing a keen interest in listening to and discussing books and their key features.
- * Children will be encouraged to join in with repeated words and phrases of the key text and begin to predict what will happen next in stories.
- * Children will develop their pencil control beginning to form letters from their name.

UTW

- * Children will learn about different parts of the world and begin to understand that there are many countries. They will discuss similarities and differences in relation to the key characters in the story **The Journey Home**.
- * Children will discover how things work exploring different methods of transport that the animals in the story **The Journey Home** could use to travel home.
- * Children will learn about and discuss different jobs roles and occupations thinking about who might be able to help the animals in the story. Do they need an emergency service, a shopkeeper or a hairdresser?

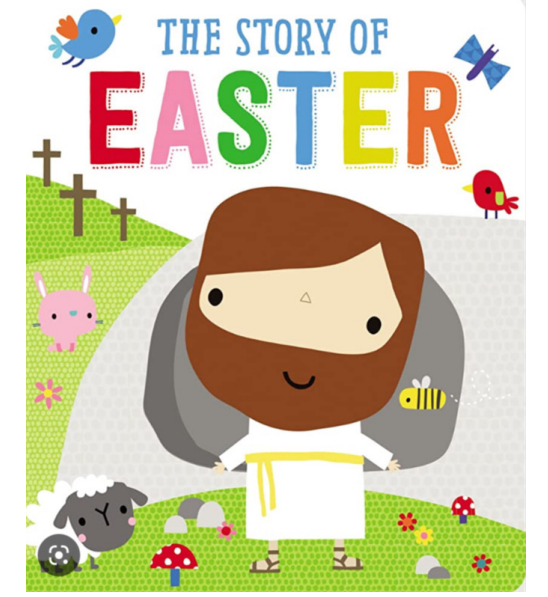
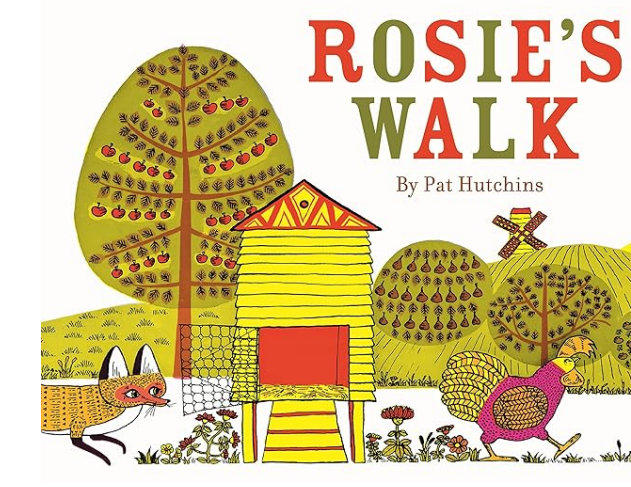
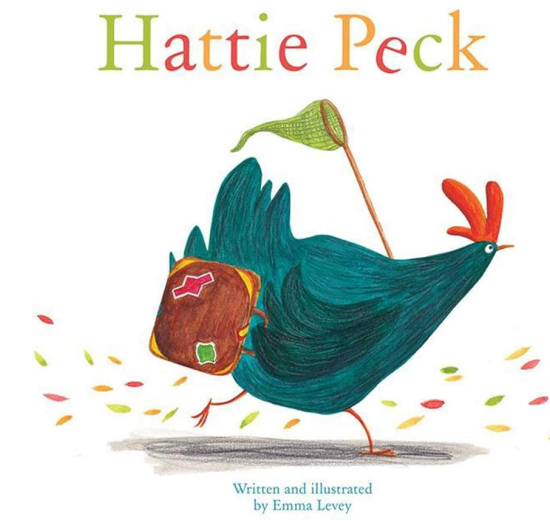
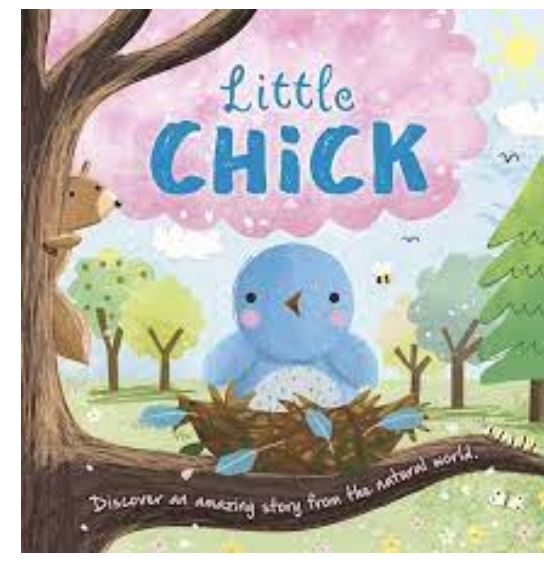
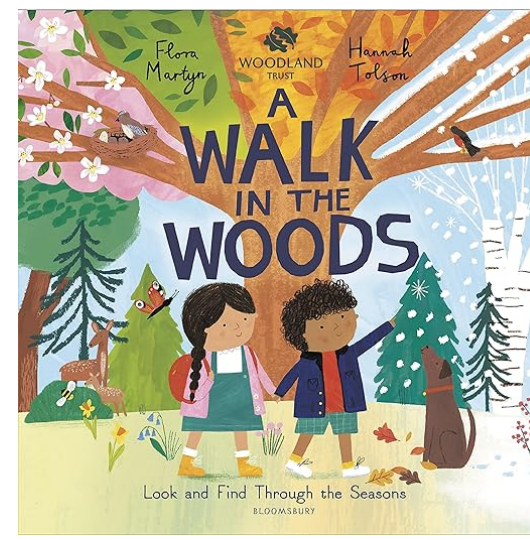
Maths

- * Children develop their number and counting knowledge, knowing that the last number reached when counting tells you the 'total'.
- * Children can name and identify 2D shapes, recognising them around the nursery environment.
- * Children will select appropriate shapes to construct homes/shelters/habitats for different animals.
- * Children understand position through words alone e.g. Where is penguin? Is he... under, next to, in front, behind, on top of, in...
- * Children explore capacity, full and empty, related to the boat the animals use in the story **The Journey Home**.
- * Children can talk about and identify patterns confidently and begin to copy/ create 2 colour patterns of their own e.g. to decorate a hat and scarf.

EAD

- * Children create drawings using shapes and lines to create representations of animals from the stories.
- * Children explore colour mixing creating paintings to represent different parts of the world, animals, feelings and ideas.
- * Children to explore different media to create collage pictures, combining textures and materials.

Spring 2 Chick,Chick,Chicken



PSED

- * Children show pride in following rules and routines, understanding why they are important.
- * Children learn to play games, accepting their friends ideas, taking turns and sharing resources.
- * Children begin to find solutions to conflicts e.g. suggesting other ideas if not everyone wants to play the same game.

C&L

- * While sharing key texts children will be able to retell longer stories discussing characters, events and predicting what could happen next
- * Children will begin to understand "why" questions in relation to stories and experiences e.g. Spring changes, Easter story
- * Children develop their communication using longer sentence of four to six words to discuss what they learn, see and experience.

PD

- *Children will use one handed tools and equipment to safely make marks, patterns, snips and cuts to make changes and adaptations to a variety of materials.
- * Children will develop their pencil control, holding pencils in a comfortable tripod grasp.
- * Children will learn to use a knife and fork independently and with increased control e.g. beginning to cut their own food.

Maths

- *Children will subitise and count eggs and chicks.
- * Children will begin to use key language such as more than/less than when comparing sets of objects.
- * Children will learn to identify basic 2D shapes and begin to describe their properties.
- * Children will make comparisons in size and shape between different eggs/chicks.
- * Children will learn to describe familiar routes around school and discuss/compare the route Rosie the hen takes on her walk in the story **Rosie's Walk**.

EAD

- *Children use a range of different tools to create marks, print and paint to develop spring themed paintings.
- * Children use lines and circles to create spring drawings of flowers, eggs, chicks, rabbits etc...
- * Children will learn about the artist **George Seurat** and the **pointillism** style of art, creating spring flowers, eggs and Easter decoration designs.

Literacy

- *Children will continue to develop their phonological awareness spotting and suggesting rhymes.
- * They will clap the rhythm and syllables in words such as their name and hear initial sounds in words and begin to link these together through alliteration..
- *Children will share a variety of books developing a keen interest in listening to and discussing books and their key features.
- * Children will be encouraged to join in with repeated words and phrases of the key text and begin to predict what will happen next in stories.
- * Children will retell the story Rosie's Walk/ Hattie Peck creating a talk for writing story map.
- * Children will develop their pencil control beginning to form letters from their name.

UTW

- *Children will explore the life cycle of animals discussing and ordering the different stages
- * Children will share their ideas while discussing changes that happen in Spring and the importance of new life in relation to the Easter story.
- * Children will visit St Andrew's Church to hear the Easter Story