

Physical Development

- To choose the right resources to carry out their own plan.
- To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- To use one-handed tools and equipment, for example, making snips in paper with scissors.
- To use a comfortable grip with good control when holding pens and pencils.
- To show a preference for a dominant hand.

Communication and Language

- To understand how to listen carefully and why listening is important
- To learn and use new vocabulary
- To describe events in some detail
- To engage in story times
- To retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some as their own words
- To engage in story time and non-fiction books

Literacy

Phonics

RWI programme

Children split into groups to practise reading skills.

To link sounds to letters

To start to blend sounds to read words

To read simple sentences

Reading

To be able to spot and suggest rhymes

To read individual letters by saying the sounds for them.

To engage in extended conversations about stories, learning new vocabulary.

To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

To segment and blend words to read a simple sentence

To know that information can be retrieved from books and computers (science link)

To recognise the characteristics of non-fiction books and start to use these to gather information

Writing

To write own name forming some or all letters correctly

To use phonic knowledge to write simple words

To write captions, labels and sentences

To know about spacing between words

Ex: To control the size, shape and orientation of letters

Books – Key Texts

- **Super Daisy** by Kes Gray and Nick Sharratt
- **Lucy Cousins Treasury of Nursery Rhymes Book and CD:** by Lucy Cousins
- **Ada Twist, Scientist** by Andrea Beaty and David Roberts
- **Superworm** by Julia Donaldson and Axel Sheffler (Friday is Red Nose Day)
- **Wiggling Worms at Work** by Wendy Pfeffer and Steve Jenkins
- **Awesome Dawson** by Chris Gall
- **The Easter Story** by Brian Wildsmith

Medium Term: Spring 1

Superheroes

Understanding the World

- To talk about what they see, using a wide vocabulary.
- To explore how things work
- To explore and talk about different forces they can feel.
- To talk about the differences between materials and changes they notice.
- Follow Jigsaw RE – Spring 2 - Easter

Festivals and events:

Book Week – World Book day is 4th March (Week 2)

Science Week- 8-12th March 2021 (Week 3)

Mothers' Day - Sunday 14th March (Week 3)

Red Nose Day – Friday 19th March (Week 4)

Autism Awareness week – 30th March to 5th April (Week 6)

Personal, Social and Emotional Development

- To develop their sense of responsibility and membership of a community.
- To play with one or more other children, extending and elaborating play ideas.
- To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Follow Jigsaw PSHE – Spring 2 – Healthy Me

Mathematics (Linking to White Rose SOL)

- Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards)
- They represent 9 and 10 in different ways. Arranging 9 or 10 items into small groups will support the children to conceptually subitise these larger numbers and explore their composition. - Children notice that a 10 frame is full when there is 10. They can use 10 frames, fingers and bead strings to subitise groups of 9 and 10
- Children continue to make comparisons by lining items up with 1-1 correspondence
- They begin by comparing 2 quantities and progress to ordering 3 or more quantities.
- The children explore number bonds to 10 using real objects in different contexts.
- Children explore, investigate and to construct 3-D shapes in different ways.
- Children explore more complex repeating patterns.

Expressive Arts and Design

- To explore different materials freely, in order to develop their ideas about how to use them and what to make.
- To develop their own ideas and then decide which materials to use to express them.
- To join different materials and explore different textures.
- To draw with increasing complexity and detail, such as representing a face with a circle and including details.
- To explore colour and colour mixing.
- To remember and sing entire songs.