**Physical Development**

* Awareness of space and of self – different ways of moving –balance, play ball, gym equipment etc. – outdoor toys, hoops etc
* How we feel after exercise – Forest School, P.E and Beam
* Gaining more control over letter size
* Carry on using a correct pencil grip and gaining control with mark making implements – threading, tracing cards and stencils, paint brushes, pens, pencils.
* Using and holding scissors correctly.
* Beginning to write on lined paper.
* Using tools correctly.

**Mathematics**

* Counting in order 1-20 and writing numbers in correct order.
* Begin to say which number is one more or one less than a given number, then 2.
* Using number names in order in familiar contexts up to 10 including ‘0’.

 ▪ Begin to add two single- digit numbers with objects and write number sentences.

* Using simple mathematical language to describe shapes 2D and 3D – 2D shapes to draw round and create animals,
* Using 3D shapes to make models – police cars, animal carriers
* Using 2 simple programme to make tally/bar charts
* Forest school – comparing lengths of twigs, sizes of leaves/positional language- in, on, under, over etc./make patterns with twigs/leaves

**Understanding of the World**

* People who help us
	+ - Vets
		- Postmen
		- Firefighters
		- Caretakers/bin men/environment
		- Doctors/Dentists/Nurses
		- Policemen
* R.E – Chinese New Year
* Visitors – Firemen, Cleaner
* Visiting Library and Pizza Express
* Using IWB/Ipads in classroom
* Visit post box to post letter in the village
* Litter picking

 **SpringTerm 1**

**People who**

**help us**

**Expressive Arts and Design**

* Drawing – animals, fire engines, police cars
* Playdoh- Express own ideas, model making
* Continue to experiment with colour/water play
* Junk modelling – Police car, animal vet carrier
* Make role play masks
* Role play – Vets and Fire Station
* Painting – favourite animals
* Making firefighter fact book
* Collage – the environment using different materials
* Music – songs about animals, ‘5Llittle Monkeys’,’ Doctor foster’
* Moving to music and making up their own dances in dance
* Forest School activities - pictures using sticks and natural materials

**Personal, Social & Emotional Development**

* Children begin to show sensitivity to others needs and feelings – circle time & feelings puppets.
* Forest school – Caring for the environment – litter pick
* Sticking to our classroom rules –behaviour traffic light embed
* Daily review and sharing time/timers to support sharing
* Children take into account one another’s ideas about how to organise their activity
* Children to say what they like/don’t like to do
* Children begin to adjust their behaviour to different situations and take changes of routine in their stride
* Character Bears and language= Social Intelligence

**Literacy**

* Busy Bee/P.D.R – encourage writing – start to scaffold sentences.
* Sharing stories, poems - class, groups & independently
* RWI programme – Phonics and ditties
* Read/write simple cvc words and embed initial sounds/HFW/tricky then use in simple sentences.
* Explore alliteration and describing words.
* Continue to use phonic knowledge when decoding regular words
* Stories –A Squash and a Squeeze, Dear Zoo, Vicky the vet, Emergency, Jobs people do, Peppa Pig recycling, Lego Police adventure

**Communication, Language & Literacy**

* Writing our own names on all our own work cursively
* Children begin to answer how and why questions
* Listening attentively in a range of situations.
* Listening to a range of stories and rhymes with increasing attention and recall.
* Extending vocabulary – adjectives
* Give attention to what others say
* Daily review and sharing time – This is me bag
* Cheeky’s adventures
* Role Play area – vets, car wash , hospitals
* Circle time – Character education- Social intelligence