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| **Foundation Stage, Reception** | Image result for easter clip art royalty free |
| **Spring 2** |
| **Everything Changes** |
| As we move into Spring, we will be observing the changes around us and reflecting on how much we have grown over the year. We will look at the life cycle of a chick as well as how we have developed and changed since we were babies. We will be linking a growing theme into our literature texts eg: The Little Red Hen, The Gigantic Turnip and The Hungry Caterpillar. To enhance our learning further we will be raising chicks from eggs; taking part in an Easter Egg hunt, performing Easter songs for our parents and our parents will be invited to an Easter craft session.  |
| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** | **Characteristics of Effective Learning** |
| * Confident to speak to others about own needs, wants, interests and opinions.
* Can describe self in positive terms and talk about abilities.
* Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
* Explains own knowledge and understanding, and asks appropriate questions of others.
* Takes steps to resolve conflicts with other children, e.g. finding a compromise.
 | * Eats a range of healthy foodstuff and understands the need for variety in food.
* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
* Begins to use anticlockwise movement and retrace vertical lines.
* Begins to form recognisable letters.
* Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
 | * Maintains attention, concentrates and sits quietly during appropriate activity.
* Two-channelled attention – can listen and do for short span.
* Able to follow a story without pictures or props.
* Listens and responds to ideas expressed by others in conversation or discussion.
* Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
* Introduces a storyline or narrative into their play.
 | * Being involved and concentrating: maintaining focus on their activity for a period of time; showing high levels of fascination and interest; not easily distracted, paying attention to details.
* Find out and exploring: showing curiosity about objects, events and people; using senses to explore the world around them.
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| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts** |
| * Read and understand simple sentences.
* Use phonic knowledge to decode regular words.
* Enjoys an increasing range of books.
* Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
* Writes own name and other things such as labels, captions.
* Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
* Attempts to write short sentences in meaningful contexts.
 | * In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
* Records, using marks that they can interpret and explain.
* Begins to identify own mathematical problems based on own interests and fascinations.
* Use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes.
* Orders and sequences familiar events.
 | * Enjoys joining in with family customs and routines.
* Looks closely at similarities, differences, patterns and change.
* They make observations of animals and plants and explain why some things occur, and talk about changes.
* Completes a simple program on a computer.
 | * Continue to build a repertoire of songs and dances.
* Constructs with a purpose in mind, using a variety of resources.
* Selects appropriate resources and adapts work where necessary.
* Selects tools and techniques needed to shape, assemble and join materials they are using.
* Plays cooperatively as part of a group to develop and act out a narrative.
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