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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. | |
| **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. | |