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| **Foundation Stage, Nursery** | | | | 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** | |
| •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  •Confident to talk to other children when playing, and will communicate freely about own home and community  •Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. | •Holds pencil near point between first two fingers and thumb and uses it with good control.  •Can copy some letters, e.g. letters from their name.  •Observes the effects of activity on their bodies. | • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention.  •Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  •Uses intonation, rhythm and phrasing to make the meaning clear to others.  •Uses vocabulary focused on objects and people that are of particular importance to them. | * 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** | |
| •Shows interest in illustrations and print in books and print in the environment.  •Recognises familiar words and signs such as own name and advertising logos.  • Looks at books independently.  • Handles books carefully | •Shows an interest in number problems.  •Shows an interest in numerals in the environment.  •Shows awareness of similarities of shapes in the environment | •Remembers and talks about significant events in their own experience.  •Recognises and describes special times or events for family or friends.  •Shows interest in different occupations and ways of life.  •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time.  •Shows care and concern for living things and the environment. | •Uses various construction materials.  •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  •Uses available resources to create props to support role-play | |