**Understanding of the World:**

* Welly Walk to Queen’s Park
* Cultural food tasting
* Planting Veg
* Seasons – Spring
* Looking at maps
* Growing Runner beans

**Expressive arts and design:**

* Use paint for a purpose
* Mix and match colours to 3D objects (flowers)
* Exploring symmetry and pattern using various construction materials.

**Malleable:**

-Create a slip, and experiment with joining

**Physical Development:**

* Obstacle activities: children moving over, under, through and around equipment. Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music
* Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.
* Threading, cutting, weaving, clay, Fine Motor activities.
* Develop pencil grip and letter formation continually
* Use one hand consistently for fine motor tasks
* Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross

**Mathematics:**

* Sing double songs ‘Mr double trouble’ etc.
* Subitising talk i.e. ‘I can see 3 red dots and 1 blue dot’.
* Use tens frames and Numicon to double numbers 1-5.
* Use tens frames to halve numbers to 10.
* Identify odd and even numbers as part of routines/environment.
* Explore how 9 and 10 can be made using two Numicon shapes.
* Subtract numbers 1-5 from Numicon shapes.
* Count from 1-30.
* Count backwards 20-0.
* Explore how 10 can be portioned into two sets.
* - Use Numicon and tens frames to halve ‘2, 4, 6, 8 & 10).
* - Order objects according to height and length.

**Literacy**Phonics: ar, or, ur, ow, oi, ear, air, ure, er. CEW: some, one, said, come, do, so, were, when, have, there, out, like, little, what.

* Describes main story settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play.
* Knows that information can be retrieved from books, computers and mobile digital devices.
* Read some letter groups that each represent one sound and say sounds for them.
* Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
* Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.
* Use familiar words in their writing.

**Communication and language:**

* Shows variability in listening behaviour – may move around and fiddle but still be listening or sit still but not absorbed by activity.
* Beginning to understand humour – nonsense rhymes, jokes.
* Able to follow a story without pictures or props.
* Extending vocabulary – grouping and naming, exploring the meaning and sounds of new words.
* Introducing a storyline or narrative into their play.

**Personal, Social and Emotional Development:**

* Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves or with support.
* Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.
* Seeks support, “emotional refuelling” and practical help in new or challenging situations.
* Is aware of behavioural expectations and sensitive to ideas of justice and fairness.
* Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups.

Jigsaw: Relationship