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| **Literacy**  **Phase 1 phonics- aspect 4, 5 & 6.** | **Communication and Language** | | **Physical**  PE links | **Personal and social-**  **PSED** | **Maths** | **Understanding of the World**  **S**cience, **G**eography, **H**istory, Computing and RE | **Expressive Art and Design**  Art, DT and Music Links |
| Continue to enjoy Nursery Rhymes- listening for rhyming words and creating our own versions of familiar rhymes.  Snowball- Sue Hendra- Retelling the story and creating new endings (orally).  Clever Sticks (Links with Chinese New Year) Links to PSED  The Great Race-CNY. Retelling the story with masks, Makaton signing and other props.  Develop an understanding of rhyme and alliteration  Begin to recognise own name.  The Everywhere Bear- Julia Donaldson- Where will the bear go next? Creating new parts to the story- taking the bear to different parts of the school.  People that help us books – my first experiences. Non Fiction- link this to real experiences.  Introduce Read Write Inc mnemonic picture cards- pictures only.  Use puppets and available props to retell familiar stories and join in with repeated refrains. - Traditional tales.  Give meaning to marks as they draw and paint.  Can suggest how a story might end.  Titch – growing a tiny seed.  . | Increase complexity of sentences, adding connectives- because & and.  Beginning to verbally build a sentence.  Learning new vocabulary by exploring books, catalogues, newspapers, magazines.  Following simple instructions and requests, leading onto instructions involving 2/3 parts.  Building vocabulary that reflects their experiences.  Use vocabulary focussed on objects and people of importance  Beginning to listen to others with attention during small groups.  Enjoying listening walks in both the outdoor and indoor environment. | | Developing knowledge of healthy eating through snack time.  Beginning to understand the effect exercise has on our bodies.  Continue to reinforce hygiene routines- the importance of brushing our teeth. What else can we do to look after our teeth?  Introducing the word ‘independent’ and beginning to be responsible for dressing themselves- putting on coat, changing footwear, cardigans and jumpers.  Develop the use of one handed tools and equipment.  Shows an understanding that equipment must be used safely.  Experiment with different ways of moving- Link with the animals from the Chinese Zodiac.  To enhance the range of ‘Funky Finger’ and dough disco activities to promote fine motor skills.  Explore different ways of using a ball. | Enjoys the responsibility of small tasks within the provision.  Continue to develop turn taking skills.  Beginning to understand the feelings and wishes of others.  Talking about the things they like and the things that they are good at- link to Clever Sticks.    Initiating conversations and forming good relationships with peers and familiar adults.  Develop confidence to talk to others when playing and interacting.  Continue to share Tapestry challenges within our group sessions.  Celebrate learning – through the use of Tapestry. | Showing interest in stories and books involving number-questioning and making comments about number.  Beginning to enjoy and respond to simple number problems.  Begin to use language of size and sort accordingly- big circle, little circle- link with ‘Snowball’  Enjoy songs and rhymes involving number.  Understands that anything can be counted. - claps, jumps, stomps, scoops…  Can name and match simple shapes and use them appropriately for tasks.  Introduce positional language.’  Simple repeating patterns, stripes on a tiger, Easter Egg Patterns.  Matching numbers to quantities. | Exploring different occupations –specifically ‘people that help us’. H- beginning to makes sense of their own lives around them.  **S**- Explore different sensory, experiences- Tasting new foods- {Chinese New Year).  Weather changes- looking at ice- (freezing and melting).  Seasonal changes- signs of Spring.  Exploring New Life. Growing our own sunflowers like Titch from our focus story.  G- Going on a journey with the Everywhere Bear. Exploring familiar environments both in and out of the school grounds.    Exploring the woodland environment- Forest School sessions begin.  C- Looking for shapes in the environment and using the iPad to take photographs.  With adult direction, Take photographs of their own achievements.  R- Valentine’s day  Mother’s Day- Mothers morning in class.  Easter  Chinese New Year Celebrations. | A-  Kandinsky art – focussed on circles- using language of size.  Increased use of scissors, exploring how to hold and use them correctly.  Creating Easter crafts- exploring different textures and materials.  DT-  Junk modelling, - constructing with a purpose- using sticky tape and tape dispenser safely.  Making Mr Wolf’s Pancakes.  M-  Creating simple rhythms  Exploring music and movement in response to music- music sessions with Mr Clark Chinese music (dragon dancing)  Circle and rings games/songs.  Role-play – Chinese New Year- Chinese Restaurant |
| Enrichments | | PCSO visit to chat about busy roads and road safety.  A transport morning on the large field- digger, car, motorbike. truck, and bus.  A visit to The Gin Case.  Hatching chicks. | | | | | |