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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, **T**echnology and RE | **Expressive Art and Design****A**rt, **DT** and **M**usic Links |
| Book- The Everywhere Bear. Books about winterGive meaning to marks as they draw and paint- painting/drawing pictures of the people who help us at school.Books- Children’s first experiences (Usborne)Book-Maisy Goes to Hospital. Chinese New Year- retelling the story of The Great Race with masks.Use puppets and available props to retell familiar stories- Traditional tales. Traditional Tales (story time and phonics)- joining in with repeated refrains. Spring related booksCan suggest how a story might end. Book-Emergency (Awesome Engines) non-fiction – Talk for Writing retelling. Songs and rhymes about emergency vehiclesIntroducing mnemonic pictures from Read Write Inc. (beginning of Spring term) | Increase complexity of sentences, adding connectives- because & and.Following simple instructions and requests, leading onto instructions involving 2/3 parts. Building vocabulary that reflects their experiences. Use vocab focussed on objects and people of importance – reflecting on own experiences of dentists, doctors, etc.Beginning to listen to others with attention during small groups. Enjoying listening walks in both the outdoor and indoor environment- Spring | Developing knowledge of healthy eating through snack time. Beginning to understand the effect exercise has on our bodies.Continue to reinforce hygiene routines. 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.Funky Finger- morning activities to promote fine motor skills. | Enjoys the responsibility of small tasks within the provision.Continue to develop turn taking skills. Beginning to understand the feelings and wishes of others. 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. 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.Easter Egg Patterns.  | Exploring different modes of emergency transport. Talking about different occupations (people that help us) –lorry driver, fire fighter, construction worker, bus driver, baker, shop keeper, doctor.**S**- Explore different sensory, experiences- Tasting new foods- {Chinese New Year). Weather changes- looking at ice- (freezing and melting). Digging in different materials. Searching for mini-beasts.New life.Scientist: Stephen Backshall**Seasons and weather changes-** Winter-exploring ice, melting, freezing…**G**- Exploring the school and different teachers/ helpers within the school. Taking ‘The Everywhere Bear’ on adventures around the school.**T**- Working in small groups on the iPad- completing simple programmes. R- Valentine’s dayMother’s Day- Mothers morning in class.EasterChinese New Year Celebrations.  | A- Collecting and printing with natural materials found in the woods.Increased use of scissors, exploring how to hold and use them correctly- cutting/snipping natural materials. Creating Easter eggs/bunnies- exploring different textures and materials.**Artist:** Henri Matisse (The snail)**DT-** Junk modelling, - constructing with a purpose-(making props and puppets to support story telling) using sticky tape and tape dispenser safely. **M-** Creating simple rhythms Exploring music and movement in response to Chinese music (dragon dancing)Circle and rings games/songs. Role-play – Chinese New Year- Chinese Restaurant  |
| Enrichments  | A visit to the bakery? Supermarket? Post office?PCSO visit to chat about busy roads and road safety.A visit from the Fire EngineParent links with people who help us.The life cycle of a butterfly experience.   |