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| What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block | | |
| Communication & Language  **Listening and Attention**  To join in with repeated refrains and anticipates key events and phrases in rhymes and stories  To listen to others in small groups or 1-to-1 when conversation interests them  To listen to stories and remember what happened.  **Understanding**  To understand concepts  Position and direction: in, on, inside, under, on top, through, along, over, in front of, behind, beside, next to, forwards, backwards  Size and mass:tall, long, short, heavy, light  Louder quieter high low  To understands’ who’, ‘what’ and ‘ where’ in simple questions  To understand more complex/2 part sentences (put your toys away and then sit on the carpet)  To follow instructions containing 3 information carrying words.  **Speaking**  To begin to describe a sequence of events, real or fictional, using words such as ‘first’ and ‘then’  To retell a simple past event in order  To use phrases of 4 words to communicate ideas, events or stories to others  To start to use more complex sentences to link thoughts (and & because)  To build up vocabulary - focus words from core texts: roar, squeak, fierce, fast, slow, above, below, weak, strong,short, long, fat, tiny, clean, slimy, sweet, grumpy, spiky, lumpy, nibble, gobble, munch | Physical Development  **Fine Motor**  To manipulate a range of tools and equipment in one hand such as paintbrushes, scissors and a trowel  **Gross Motor**  To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. | Personal, Social & Emotional Development  **Jigsaw unit - Healthy Me**  To know the names for some parts of my body and start to understand that I need to be active to be healthy  To tell you some of the things I need to do to be healthy  I know what the word ‘healthy’ means and that some foods are healthier than others  I know how to help myself go to sleep and that sleep is good for me  **RE - Why do Christians put a cross in an Easter Garden?**  To tell religious stories making connections to personal experiences  To begin to understand that such stories are in the past and special to a religious group |
| Literacy  **Reading**  To retell and discuss familiar stories  Core books: All my stripes, Dinosaur Roar, ruby’s worry, the tiger who came to tea, dinosaur dreams, i’m the fire engine driver, tyrannosaurus drip  To tell a long story, real or fictional  To show an awareness of rhyme and alliteration  To hear or say the initial sounds in words  To clap/tap the syllables in words during sound play  To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing  **Writing**  To make drawings in response to outings  To identify the initial letter of their own name  To ascribe meaning to signs, symbols, drawings and paintings  To include mark making and early writing in their play | **Spring 2 (Nursery)**  Pancake Day  Easter  Spring  planting/gardening  People who help us  Dangerous dinosaurs  Skills and knowledge to develop:   * Dinosaurs are prehistoric animals that lives millions of years ago * Dinosaurs are extinct * Dinosaur remains are called fossils * Carnivores are animals that eat other animals * Herbivores are animals that eat plants   Visit: museum trip | Mathematics  To recognise quantities and numerals up to 5  To subitise quantities up to 3  To show finger numbers up to 5  To recite numbers above 5  To explore or add to linear patterns of 2 or 3 repeating patterns  To notice and correct and error in a repeating pattern  Core maths songs: 5 dinosaurs, hickory dickory, 1 little elephant, 1 banana, 2 b (and backwards), 1,2 buckle your shoe |
| Understanding the World  **People cultures and communities**  To learn about people who help us and why they are so important (police, doctors, fire fighters, paramedics)  **The natural world**  To develop an understanding of growth, decay and changes over time - e.g. to trees during spring (buds appearing), to seeds that are planted  To understand the key features of the life cycle of a plant  To begin to understand the effect their behaviour can have on the environment (picking flowers - what happens to them?, leaving rubbish on the floor - what could happen? )  **Past & Present**  To share memories of events in their own lives  To begin to put events in order | Phonics  To join in with familiar nursery rhymes -, Mary had a little lamb, wheels on the bus, let's plant a seed and watch it grow, heads shoulders knees and toes, days of the week, what's the weather  To show an awareness of rhyme and alliteration  To hear or say the initial sounds in words  To blend sounds using fred talk  To continue a rhyming string  Parents -  how to say the sounds -  Fred games - | Expressive Arts & Design  **Drawing**  **To d**raw with detail  To draw using different types of lines - straight, zig zag, curved, short, long ect  **Painting**  To explore colour and how colours can be changed  To explore water and powder paint with support  **Music**  Charanga scheme  To listen to and express themselves to different styles of music  To sing and play instruments to a song  To create and use sounds intentionally  **Dance**  To mirror movement patterns  To create their own movement patterns |