|  |  |  |
| --- | --- | --- |
| 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 & Attention**  To listen to a short story in a group of up to 12 children  To know some of the rules of listening - empty hands, sitting still, look at the person speaking  To join in with repeated refrains in rhymes and stories  **Understanding**  To understand and respond to ‘who’ questions  To understand sentences with 2 information carrying words  To understand ‘who’, ‘what’ and ‘where’ in simple questions  To begin to understand concepts: **Position:** on; off; in; out; up; down; under; top; open; shut bottom; behind; first; near **Size:** big; small/little; long short **Quantity:** 1; 2, 3; every; none  **Speaking**  To use sentences of 3/4 words to communicate simple ideas, past events or stories to others.  To pronounce speech sounds - ‘f’, ‘b’, ‘s’, ‘t’ and ‘ck’  To use ‘who’ questions  To use words to describe how they are feeling - e.g. happy/sad | Physical Development  **Fine Motor**  To use scissors to develop snipping and then cutting skills  **Gross Motor**  To further develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming  To grasp and release with two hands to throw and catch a large ball, beanbag or an object.  To balance on one foot or in a squat momentarily.  Use large-muscle movements to wave flags and streamers, paint and make marks  To put on their own coat | Personal, Social & Emotional Development  **Jigsaw unit - Dreams and Goals**  To understand what a challenge means  To keep trying until I can do something  To set a goal and work towards it  To know kind words that can encourage people  To think about the jobs I might like to do when I am older  To feel proud when I achieve a goal  To show resilience and perseverance in the face of challenge  To identify and moderate their own feelings  To manage their own basic hygiene/personal needs  **RE - What times/stories are special and why?**  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 sequence 3 pictures from a well-known story  To demonstrate some understanding of what has been read to them by talking about familiar stories and narratives using their own words and recently introduced vocabulary  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 meaningful marks that represent people, stories, objects, concepts etc.  To give meaning to their drawings and paintings  To recognise and match letters of their own name | **Spring 1 (Nursery)**  Traditional Tales -The gingerbread man, Little Red Riding hood, The Three Little pigs, Goldilocks and the Three Bears, The Three Billy Goats Gruff  Chinese New Year | Mathematics  **Number**  To recognise quantities of 1,2 and 3  To recognise numerals 1,2 and 3  To subitise values up to 3  To sort concrete resources into values of 1,2 and 3  To sort pictorial resources into values of 1,2 and 3  To sort the same resources in different ways  To represents the values of 1,2 and 3 in different ways  **Shape**  To select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  To create arches and enclosures when building,  **Measure**  To make comparisons between objects relating to size, length |
| Understanding the World  **People cultures and communities**  To talk about ideas and concepts related to Chinese New Year  To begin to understand that people around the world speak different languages  To learn to greet each other in German  **The Natural World**  To develop an understanding of growth, decay and changes over time - to ingredients when baking, to fruit when rotting  To understand the key features of the life cycle of an animal.(Pig, wolf)  To talk about the differences between materials, such as cooking ingredients or materials used to build houses (3 pigs houses link) | Phonics  To join in with familiar nursery rhymes - Old MacDonald, one finger one thumb keep moving, twinkle twinkle (different colours/ sizes) star, 3 cupcakes in a bakers shop, I’m a little teapot  To learn the WRI picture cards  To Identify rhyming words  To count or clap syllables in a word | Expressive Arts & Design  **Drawing and painting**  To develop an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects  **Joining**  To use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces  To use a glue stick to join paper and thin card.  **Music**  To remember and sing nursery rhymes, some with actions.  To improvise and change or add to familiar nursery rhymes.  To use instruments to make sounds and know how to volume |