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| <p>Personal Social and Emotional Development Self-Regulation</p> <ul style="list-style-type: none"> Talk about feelings using words like 'happy' and 'sad' and begin to use other words – scared frightened excited angry worried With support begin to understand and talk about how others might be feeling and the reasons why <p>E.g. The 3 bears when they find Goldilocks.</p> <p>Managing Self</p> <ul style="list-style-type: none"> Settle to an activity of choice for some time Increasingly follow classroom routines and rules (with reduced practitioner guidance) Develop independence within self-care routines To take part in a short adult-initiated activity with one or 2 other children <p>Building Relationships</p> <ul style="list-style-type: none"> Play with one or more other children Take part in pretend play with one or more children Begin to share and take turns with others with adult support/ prompts To name their friends when asked With support include a 'new' child into their play. | <p>Communication and Language</p> <ul style="list-style-type: none"> Enjoy listening to stories & talk about it remembering much of what happens . Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow a two-part instruction with some cues Begin to show an understanding of some prepositions in on under next to in front behind first last Begin to listen to others in a small group with prompts/ support Use a wider range of vocabulary linked to stories and KU Continue to develop and sing a repertoire of songs and sing a range of songs as part of a group Continue to develop communication, using future and past tense (not always correctly) use longer sentence of 4/5 words Start a conversation with an adult / friend and keep it going for 2-3 turns | <p>Physical Development Gross Motor Skills</p> <ul style="list-style-type: none"> Continue to develop movement of walking and running Continue to develop climbing skills Continue to develop balancing skills To be confident to try to hop Begin to learn to skip Continue to develop riding skills with adult reminders to pedal Continue to develop ball skills throw a large ball to a partner with some accuracy. Prepare to catch a large ball and sometimes achieve this Use large muscle movements Begin to remember some sequences and patterns of movement related to music and rhythm Begin to take part in some group team activities with 2-3 children. Choose the right resource to carry out chosen plan Begin to collaborate with others to manage large items e.g. big bricks <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Show preference a for a dominant hand Continue to learn to use a knife and fork cut with a knife, make holes and scoop up dough balls with a fork Increase independence getting dressed and undressed- take off own socks and begin to take off own jumper Use a range of one-handed tools and equipment- snip with scissors paint shapes with a paintbrush, squirty bottles, chalks, pencils etc Continue to develop a comfortable grip with good control when holding pens and pencils. | <p>Literacy Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> Continue to develop phonological awareness <ul style="list-style-type: none"> Join in with P1 activities, aspects 1 to 7 Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion Rhythm and rhyme: develop awareness of words that sound the same Explore and begin to talk about different voice sounds Clap syllables in own name Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary Continue to develop an understand the five key concepts about print: <ul style="list-style-type: none"> Handle books carefully & correctly Name some book parts <i>title / blurb</i> Print has meaning – recognise some new logos Read own name without visual support <p>Writing</p> <ul style="list-style-type: none"> Begin to use some print / letter knowledge in writing <ul style="list-style-type: none"> Symbols – lines / circles Recognisable ascribe meaning Begin to engage in purposeful mark marking Attempt to write some letters in their name, with support for directionality |
| <h2>Spring 1- Traditional Tales</h2> <p>Themes –Winter Traditional Tales Chinese New Year</p>  <p>Can't you sleep little bear? Martin Waddell, We're going on a Bear Hunt- voice sounds Brown Bear Brown BearEric Carle, shared book Where's my teddy? Jez Alborough</p> | | | |
| <p>Expressive Arts and Design Being Creative</p> <ul style="list-style-type: none"> Explore different materials freely and begin to develop own ideas about how to use them and what to make Continue to explore different textures cereals hard / soft rough /smooth Begin to join different materials and begin to choose between PVA, glue sticks and masking tape Begin to create closed shapes to represent objects - 3 bears / goldilocks/ penguins Use drawing to represent ideas like movement <p>Pen disco up and down lines,anti-clock wise circles diagonal lines</p> <ul style="list-style-type: none"> Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc. Begin to explore colour mixing. <p>Exploring cold colours- blues greys purples and mixing them with white to see what happens</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> Begin to respond to what they have heard, expressing their thoughts and feelings. Begin to remember and sing entire songs. Begin to sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas. | <p>Vocabulary</p> <p>Cold ice change dry wet cold warm Mix Broken porridge cereal sweet salty sticky In on under behind under in front next to Wrapping up warmly snow ice frost Hard /soft rough/ smooth Sad happy scared worried angry frightened excited Small medium large Curved/ straight More Bears badgers rabbits fox</p> | <p>Songs</p> <p>5 little penguins When Goldilocks went to the house of the bears In a cottage in a wood,, Little Miss Muffet Pease porridge hot little Bo peep The bear went over the mountain Five teddy bears Hunting for a bear 12345 once I caught a fish alive Gingerbread man on the run Gingerbread man see how he runs</p> | <p>Mathematics Numerical Pattern / Number</p> <ul style="list-style-type: none"> Name and talk about patterns Continue a pattern <i>ABAB</i> Recite numbers to 5 Join in with number rhymes to 5 using props and fingers Use fingers to represent numbers with increasing accuracy to 3 Use some numbers names in play with some accuracy Sort and match objects accordingly e.g. <i>size / shape – linked to 3 bears</i> Begin to compare quantities using ... <i>more than</i> Fast recognition of objects up to 1 and sometimes 2 – subitising – bowls , chairs , spoons. Beds dots on die, buttons on Gingerbread men, Numicon Begin to count up to sets of 3 objects (1:1 correspondence) Begin to represent numbers to 3 with marks <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Select shapes appropriately in a range of contexts to make chairs , beds, Chinese dragons Talk about shapes -curved/ straight Make comparisons between objects using appropriate vocabulary – size vocabulary |
| | <p>Understanding the World Past and Present</p> <p>Compare Goldilocks cottage/ bears house to our houses</p> <p>People , culture and communities/ RE</p> <p>Simple map of Goldilocks's movement around the 3 bears house/ the gingerbread's route from home to river</p> <p>How is the Chinese New Year celebrated?</p> <p>What is Valentine's Day?</p> <p>Why do we celebrate Pancake Day?</p> | <p>Natural world</p> <p>To look at changes in the environment-in winter. Winter walk(in the snow if possible) comparing to Autumn walk photographs.</p> <p>To know what appropriate clothing is for a winter walk and give some reasons why.</p> <p>Cold places around the world</p> <p>To explore collections of materials/ using all of their senses with similar and different properties linked to stories- hard / soft, rough/ smooth</p> <p>To look at and describe changes in state through exploring and making gingerbread and porridge.</p> | |

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| <ul style="list-style-type: none"> ▪ Take part in simple pretend play and begin to using an object to represent something else 3 bears cottage, ▪ Begin to develop/ recreate stories using small world equipment <p>Antarctic regions ,3 bears ,British wild animals small world Chinese new year and the Gingerbread man small worlds</p> | | <p>Looking at changes in water , ice and snow,butter, porridge</p> <p>Facts about bears- food habitat</p> <p>Explore and talk about different forces push/ pull</p> | <ul style="list-style-type: none"> ▪ Understand positional language in on under in front behind next to first and last linked to 3 bears chairs and beds Gingerbread man ▪ Begin to use some language of time within the daily routine first next after before ▪ Begin to describe a familiar route their route to school compared with Goldilocks route/ the Gingerbread man's route ▪ Begin to describe a sequence of events ... <i>first, next</i> |
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