

Communication & Language

Retelling stories using story language

Discovering passions through stories

Telling our own stories

Asking questions to find out more

Understand what has been read

Describing events

Listen to and talk about stories

Building familiarity and understanding

Learning rhymes, poems and songs

Physical Development

Fine Motor:

Continue with fine motor skills within provision using scissors, weaving, playdough etc.

Hold pencil with comfortable grip. Form letters which are mostly correctly formed.

Gross Motor:

Balance: children move with confidence over, under and through self-build obstacles.

Understand and explain the importance of a healthy lifestyle.

Personal, Social & Emotional Development

'Healthy Me'

Understand that exercise, a healthy lifestyle and sleep are good for my body. Know which foods are healthy and not so healthy. Know what a stranger is and how to stay safe if a stranger approaches me.

Literacy

Reading – listen with increasing concentration to stories, retell stories through pictures and words and through story scribing, re-enact familiar stories within play

Key Texts: Whatever Next / The Night Pirates / Tiddler

Reading – Phonics:

Continue to learn Set 2 sounds and Blend sounds into words

Learn to read some red words

Continue to read sentences and short phrases, beginning to understand what they have read

Writing:

Form letters correctly using sound mat for support, write some upper case letters, write labels, captions, say and write short sentences.

Acorns Class Spring 2



Explorers

Maths

Growing 6, 7, 8 (cont'd)

Length, Height and Time

Building 9 and 10

Expressive Arts and Design

Continue with daily Rhyme Time, learning new rhymes and revisiting old ones.

KAPOW Focus: Painting and Mixed Media.

Cooking & Nutrition (link with PSHE)

WOW!

Atomic Tom visit!!

World Book Day!!

Understanding the World

- * to know that we live on a **planet** called **Earth**
- * to know that **astronauts** have been to the **moon** on a **spaceship** (Neil Armstrong)
- * to know that people have explored the **sea/ocean** (David Attenborough / Christopher Columbus)
- * to know that people have explored the planet for a long time, and still are
 - * there are lots of **stars** in the sky
- * there are lots of different **animals** that live under the sea/ocean (**fish, reptiles** and **mammals**)

RE Unit:

Why do Christians put a cross in an Easter Garden?
(UC Salvation F3)