

<p>Personal, Social and Emotional Development</p> <p>Children will:</p> <ul style="list-style-type: none"> -have the opportunity to share their thoughts and feelings in circle time -continue to focus on recognising and naming their feelings -continue to build upon their independence in selecting resources independently in their environment, looking after them and putting them back in the correct place when they have finished -practise health and self-care routines including: hand washing, blowing their nose and dressing for the outdoor environments -explore what makes a good friend -identify ways to be healthy -develop confidence in new social situations <p>Spiritual Development:</p> <ul style="list-style-type: none"> I can celebrate others achievements I can be fair I can be kind 	<p>Mathematics</p> <p>Children will:</p> <ul style="list-style-type: none"> -begin to recognise numerals and match to sets -notice pairs of objects and begin to say 2 for this quantity -understand and use specific attributes for weight/mass (heavy light, heavier, lighter) -understand and respond to language of heavy and light -understand and use language of movement (forwards, backwards, sideways, turn) -understand and respond to language of movement (forwards backwards) 	<p>Understanding the World</p> <p>Children will:</p> <ul style="list-style-type: none"> -explore the signs of Spring in the outdoor classroom and wider school grounds and will access 'Spring' in the Investigation Station -investigate new life, plant seeds and care for growing plants -show and explain the concepts of growth and change -begin to understand the need to respect and care for the natural environment and all living things -refer to books, wall displays and online resources -learn about Easter <p>Spiritual Development</p> <ul style="list-style-type: none"> I can be thankful for the gift of creation I can find wonder in all things 	<p>Communication and Language</p> <p>Children will:</p> <ul style="list-style-type: none"> -continue to take part in circle time activities within small groups and the whole class -have the opportunity to express their views, share stories and become confident to speak to in a familiar group -sing a variety of songs and action rhymes -develop their vocabulary through discussions, stories and part of a theme -practise listening to stories 1:1 and in groups and then join in with words and actions -engage in role play to develop their expressive language -describe events in detail -use time connectives -focus on listening skills <p>Spiritual Development:</p> <ul style="list-style-type: none"> I can find wonder in all things I can be creative I can be curious
<p>Nursery Spring Term 2 Signs of Spring, Easter and New Life</p> 			
<p>Literacy</p> <p>Children will:</p> <ul style="list-style-type: none"> -begin to recall story events and re-enact stories in their play -learn five key concepts about print -name each part of a book and how to hold books the right way up and turn the pages from left to right -work on their upper body strength to support their writing -explore mark making with different tools -start to form letters of their name <p>Phonics</p> <p>Aspect 7 - Oral blending and segmenting develop oral blending and segmenting skills.</p> <p>Nursery rhymes</p> <p>Children will explore the following stories:</p> <ul style="list-style-type: none"> The Easter Story Jasper's Beanstalk Jack and The Beanstalk The Teeny Tiny Tadpole The seed Oliver's vegetables Sunflowers Mr Wolf's Pancakes 	<p>Expressive Arts and Design</p> <p>Children will:</p> <ul style="list-style-type: none"> -make different textures; make patterns using different colours -draw from their imagination and observation of plants -provide a wide range of props for play which encourage imagination -learn a variety of songs and move to the music songs -explore and use percussion instruments through free exploration <p>Drawing:</p> <ul style="list-style-type: none"> -create closed shapes with continuous lines and begin to use these shapes to represent objects -draw with increasing complexity and detail, such as representing a face with a circle and including details -use drawing to represent ideas like movement or loud noises -use one-handed tools and equipment, for example, making snips in paper with scissors <p>Spiritual Development</p> <ul style="list-style-type: none"> I can be creative I can be curious 	<p>Physical Development</p> <p>Children will:</p> <ul style="list-style-type: none"> -have access to outdoor and the lobby area meaning they can strengthen their core muscles and develop skills such as climbing, balancing, riding and large mark making -develop their fine motor skills through opportunities such as tweezer activities, threading, manipulating playdoh, drawings, writing and snipping -have the opportunity to draw freely -focus on movement skills including spinning, rocking, tilting, sliding and bouncing and balancing Complete PE-feet 1-Explore different ways of using their feet to move a ball <p>Spiritual Development</p> <ul style="list-style-type: none"> I can be creative I can be curious I can celebrate others achievements I can be fair I can be kind 	<p>Characteristics of Effective Learning</p> <p>Children will:</p> <ul style="list-style-type: none"> -be encouraged to explore the classroom and find things out for themselves -have the opportunity to play with open-ended resources and use them as they choose -be supported to think of and develop their own ideas -be encouraged to take risks and to try new things -work alongside adults who help them work through problems and think about next steps -be given the opportunity to make their own decisions -be encouraged to make links and talk about the process that they are going through and they will be supported to 'have a go' and 'keep trying' if things become tricky -be given time to become deeply involved in their play and develop concentration -be praised for their effort when they persevere

<p>Spiritual Development I can be creative I can be curious I can celebrate others achievements</p>	<p>Textiles Focus - cutting out & joining fabric techniques Product - Easter Basket -use a range of small tools, including scissors, paintbrushes and cutlery -safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -share their creations, explaining the process they have used. Spiritual Development I can be creative I can be curious</p>		
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Forest School:

Shelters

Fires for cooking

Growing plants

Contribute to fire lighting by gathering fuel

Roast marshmallows

Pancakes

Seasonal and weather changes

Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world

Hands-on experiences – use senses to explore

explore

Follow simple maps of the school grounds

Snow days

Make a Stickman

Build a den for an animal

Planting seeds – beans, different vegetables

Spiritual Development

I can be creative

I can be curious

I can be thankful for the gift of creation

I can find wonder in all things

I know I am loved by God for who I am I know I am one of God's children.