

Mathematics

- ◆ Point with my finger to help me to count things in an irregular arrangement
- ◆ Counting 1 or 2 things to take away from a larger group
- ◆ Join in counting songs and clap or stamp up to 5 times
- ◆ Experiment with marks and symbols and numeral formation
- ◆ Identify patterns around, see dots and stripes
- ◆ Link numerals to amounts up to 3
- ◆ Investigating height, length and capacity
- ◆ Comment on weight, height and capacity using; heavy and not heavy, full and not full and tall and not tall, short, big, small.
- ◆ Beginning to copy AB patterns



Expressive Arts & Design

- ◆ Explore texture with a variety of tools and equipment
- ◆ Join different materials using glue and Sellotape
- ◆ Develop own ideas and decide which materials to use to express them
- ◆ Draw with increasing complexity and detail such as a circle to represent a face with some features added
- ◆ Use language and familiar words to pretend play and add sounds such as whispering, snoring and stamping
- ◆ Move in response to an instrument and make a variety of sounds long, short, high low with my voice and body percussion that creates a rhythm and composition

Spring 1

Traditional Stories & Fairy Tales



Physical Development

Gross Motor

- ◆ Take part in games holding, balancing and throwing bean bags and balls
- ◆ Collect and arrange a variety of large and small outdoor resources to carry out a plan
- ◆ Work in a team to set up the obstacle course and build a boat or bridge
- ◆ Put my hood on my head, put one arm in and grab around to place the other arm in my coat
- ◆ Begin to undo and fasten Velcro on my shoes

Fine Motor Skills

- ◆ Use a variety of tools and pens and pencils to follow lines and close lines to create a shape
- ◆ Manipulate dough with purpose and push and press and pinch with Tommy thumb and Peter pointer
- ◆ Recall where my thumb goes to snip into paper and practise cutting along a straight line
- ◆ Form the capital letter in my name independently and trace the other letters with support



Communication and Language

- ◆ Listening to friends and responding
- ◆ Focussing for longer at a new activity
- ◆ Use a variety of new words from stories
- ◆ Understanding prompts during play such as: 'let's fly'
- ◆ Continue a sound pattern with my voice or body
- ◆ Talk about the main characters in a story

Literacy

- ◆ Begin to hear and say some initial sounds in words
- ◆ Find their name and photo amongst others
- ◆ Begin to recognise words that begin with the same sound
- ◆ Answer 'what' questions and point to what I'm talking about
- ◆ Choose a book and look at it independently
- ◆ Join in with a story and repeat phrases with support
- ◆ Recall simple sequences in familiar stories using props and puppets
- ◆ Trace all the letters in their name with support and begin to use handwriting pencils to write the capital letter
- ◆ Use writing tools to form patterns from top to bottom up and around
- ◆ Make circle shapes, closing the line and beginning to start at the top working round in an anti-clockwise direction

Understanding the World

- ◆ I know traditional tales were written a long time ago
- ◆ Talk about how I am getting bigger and what age some of my relatives are
- ◆ Plant seeds in the Pre-School garden and watch them grow over time
- ◆ Watch out for signs of winter and how that feels and what it's like outside as it gets closer to spring
- ◆ Talk about where we live and how we get to Pre-School
- ◆ Name some types of clothing
- ◆ Talk about my family and what they do in the day, what job they may have and the interests we share
- ◆ Talk about different occupations and what I have experienced first hand such as, coffee shop workers and MacDonald's, visiting the doctors or dentist seeing a supermarket or vets
- ◆ The weather and its effects outdoors on the environment and how we feel what we see; cold, hot, wet, ice, shade, sun rays, shadows
- ◆ Trying new foods, making and baking with ingredients

Personal, Social and Emotional Development

- ◆ Noticing physical changes to my body when I am sad, tired, angry
- ◆ Explore 'colour monster' colours to help me to identify what emotion I may be feeling
- ◆ Getting to know how to change to a different colour will help me to calm down or lift my spirits
- ◆ Buddy up at playtime with different children
- ◆ Choose activities and resources independently
- ◆ Listen to a friend's ideas about toys
- ◆ Share and take turns using timers and other strategies
- ◆ Try new fruits and vegetables and know that they are healthy for me