

COMMUNICATION AND LANGUAGE

- Speaking – Sings familiar songs, filling in phrases or rhymes; uses talk to organise and direct play. Uses a wider range of vocabulary and speaks in longer sentences that include conjunctions to link thoughts.
- Listening and attention – Be able to take turns in a short conversation, waiting and listening to the adult or child's responses. Enjoys listening to longer stories and can remember much of what happens.
- Understanding – Beginning to understand 'why' and 'how' questions, articulating their own ideas and using appropriate vocabulary such as 'because' to explain their reasoning. Understands and responds to multiple-step instructions.

LITERACY

- Letter knowledge – Develops ability to copy and independently write some letters from their own name; recognises familiar environmental print
- Vocabulary Acquisition – Hears and uses new vocabulary from stories, rhymes, poems, and non-fiction books
- Sound discrimination – Hears initial sounds in words, knows initial sound in own name; can identify familiar environmental sounds
- Retelling and recalling – Confidently sequences familiar stories or events; identifies characters/ settings/ events in stories
- Fine motor skills – Handles tools with increasing control e.g., paint brushes, glue spreaders, playdough tools etc.
- Prediction – Makes inferences about what might happen next in a story based on contextual clues

UNDERSTANDING THE WORLD

- Past and present – History – Begin to make sense of their own life story and relational context of their immediate and extended family; can talk about some members of their family and comment on who is older and who is younger.
- Culture and Community – PSHE and Geography – Talks about where they live and shows an awareness that there are different countries in the world.
- The Natural World – Science – Observe and comment on growth and decay in the natural environment.
- Technology – Science – Explores and talks about different forces they can feel; seeks to acquire basic knowledge of how to operate electronic and mechanical devices

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Developing sense of self – Be able to talk about what makes them different or similar to others, including physical appearance, skills, culture, ethnicity and family background. Continues to develop positive self-esteem and holistic health and wellbeing.
- Self-care – Manages own basic hygiene, including toileting, washing hands, feeding self, and drinking. Has fewer daytime toileting accidents. Understands why it is important to eat healthily and brush teeth.
- Follow rules – Anticipates daily routines and responds without prompting (e.g. washing hands for snack time)
- Building relationships – Develops skills to involve others in play, giving directions but also responding to others' ideas. Can sometimes negotiate solutions to conflict.

LINKS IN LEARNING

- Progression through the Early Years Foundation Stage
 - Reception – Transport themed topic 'Travel here, travel there'

Preschool Wheels, wings & spinning things

**SPRING 2
2022/2023**

WOW MOMENTS

Trainmaster visit, using real tools, dismantling mechanisms & electronics, Storytelling Week (World Book Day), mystery readers

Key Texts

- Duck in the Truck
- The Journey Home from Grandpa's
- The Train Ride
- Dig, Dig, Digging
- Hues of You

Other Opportunities and Experiences to Enrich learning

- Investigating mechanisms
- Creating Helicopter Stories
- Developing a 'Tinker Table' to explore devices and components
- Learning about safe tool use

RE

- Continue developing positive attitudes about the differences between people (Understanding the World)
 - Culture and Community – Develops a sense of belonging as a member of a diverse community; can talk about aspects of their own culture and recognises how these may differ to others
 - Exploring religion – Holi, Ramadan, Easter

PHYSICAL DEVELOPMENT

- Fine motor skills – Demonstrates increasing control in tasks requiring precision movements with thumb and fingers. Holds scissors in thumb and finger to cut through a piece of paper. Able to use a spoon to feed self and cups to drink.
- Pencil control – Holds mark-making tools in a functional tripod grip. Uses mark making equipment with increasing accuracy e.g. drawing shapes and simple pictures.
- Gross motor skills – Develops core strength and spatial awareness; safely navigates balancing and climbing equipment with minimal adult support. Continues to develop risk awareness.

MATHEMATICS

- Compare quantities – Links numerals and amounts, showing the right number of objects to match the numeral, up to 5.
- Shape and space (Spatial reasoning) – Talks about the properties of shapes e.g. corners, straight, round. Uses accurate positional language. Uses appropriate vocabulary to describe and compare the height and length of objects.
- Number rhymes- Anticipates the number in the next verse of a rhyme, showing correct number on fingers
- Patterns – Extend and create simple ABAB patterns. Talks about and identifies patterns around them. Notices and corrects errors in repeating patterns.
- Mass and capacity – Investigates methods of measuring weight and capacity and accurately uses vocabulary such as 'heavy', 'empty' and 'full'.

EXPRESSIVE ART AND DESIGN

- Designing and creating – Makes enclosures and creates spaces by joining pieces, stacking vertically and horizontally. Uses tools for a purpose. Makes predictions about the results of colour mixing and tests their theories.
- Music – Adjusts pitch accurately and matches the pitch of another person when singing songs. Begins to create own songs or improvise familiar songs. Taps out simple repeated rhythms.
- Imaginative play – Creates narratives within their imaginative play that involves other children, giving them roles and directing them.