

**WOW** – Making vehicles out of large materials outside, World Book Day – acting out our favourite stories,

### Literacy

Letter knowledge - Can copy/ write 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, knows initial sound in own name

Retelling and recalling-Confidently sequences familiar stories/ 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

### Physical Development

Fine motor skills- Shows a dominant hand. Holds scissors in thumb and finger to cut through a piece of paper. Digging, scooping, pouring. Able to use a spoon to feed self/ cups to drink.

Pencil control-Use mark making equipment with increasing accuracy e.g. drawing shapes/ simple pictures. Demonstrates a functional tripod grip.

Movement (Gross motor skills)- Safely navigates balancing and climbing equipment with minimal adult support

### Key texts-

Duck in a truck  
The runaway train  
Dig dig digging  
Wheels on the bus  
Mr Gumpy's outing  
The little boat  
The Journey Home from Grandpa's

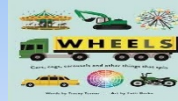
### Real Life Experiences

Talking about our experiences of transport, Wildlife Day – going on a nature walk, creating helicopter stories, poetry basket time, squiggle whilst you wiggle, dough disco, using Makaton.

## Preschool- Our Lives

# Wheels, wings and spinning things

Spring 2



### Links in Learning

In Reception as part of their 'Travel Here, Travel There' topic children will be reading The Train Ride as well as exploring different travelling toys as part of their WOW.

### Communication and Language

Speaking- Sing familiar songs, filling in phrases or rhymes.

Use talk to organise and direct play.

Listening skills- Be able to take turns in a short conversation, waiting & listening to the adult or child's responses

### Expressive Art and Design

Explore-Colour –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.

Imaginative play-Creates narratives within their imaginative play that involves other children, giving them roles and directing them.

### Personal Social Emotional Development

Developing sense of self- Be able to talk about what makes them different or similar to others. Manage own basic hygiene (toileting, washing hands, feeding self, drinking)

Follow rules- Anticipate daily routines and respond without prompting (e.g. washing hands for snack time)

Building relationships-Begin to involve others in play, giving directions but also responding to others' ideas. Can sometimes negotiate solutions to conflict.

### Understanding the World

Past and present –History -Able to say who they are and who they live with-Can talk about any pets they may have-Can talk about some members of their family and comment on who is older and who is younger.

Culture and Community -RE 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.

### 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.

Number rhymes- Anticipates the number in the next verse of a rhyme, showing correct number on fingers

Number patterns-Extend and create simple AB patterns-Talks about and identifies patterns around them. Notices and corrects errors in repeating patterns.