

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.

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.

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.

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

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
2023/2024**

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'.

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

WOW MOMENTS

Investigating mechanisms, sharing cultural events and experiences from our own lives, Storytelling Week (World Book Day), mystery

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

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.