

Communication and Language

(Listening, Attention & Understanding and Speaking)

- Following a story with props and pictures.
- Joining in with the traditional tales- repeated refrains
- Use taught vocabulary relating to key texts.
- Use taught key vocabulary when engaging in play – small world, tuff spot and outside CP areas.
- Focus on being able to explain what is happening in stories/ in their play and what might happen.
- Follow instructions given by an adult.
- Answer questions based on what I have heard.

Physical Development (Fine and Gross Motor)

- Balance bike day
- Fine motor skills – Can sit at a table to write.
- Pencil control – use a tripod grip.
- Use scissor correctly.
- Teach the use of a hole punch.
- Teach holding and using knife, fork and spoon correctly.
- Moving freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.

Personal, Social and Emotional Development

(Managing Self, Self-Regulation and Making Relationships)

- Selecting resources and selecting area of CP with more confidence.
- Modelling communicating freely with other members of the class.
- Turn taking and sharing activities/games modelled by staff with children.
- Sharing resources with others.
- Playing with peers- adding narrative to play.
- Demonstrating how to be friendly, language that can be used towards each other.
- Understand healthy food choices.

Jigsaw – Healthy Me

- Wk 1 Everybody's body
- Wk 2 We like to move it, move it!
- Wk 3 Food, Glorious Food.
- Wk 4 Sweet Dreams
- Wk 5 Keeping Clean
- Wk 6 Stranger Danger

Understanding of the World (Past & Present, People

Culture & Communities and The Natural World)

- Weather- looking at Spring
- Life cycle of a frog- visit the school pond
- Growing beans
- Learning about the significance of the Easter story- why do we celebrate Easter? Who celebrates Easter? What happens on Maundy Thursday, Good Friday, Holy Saturday and Palm Sunday?
- Maps- what route did Red Riding Hood take to get to Grandma's?
- Talk about our families and look at us as babies- how have we changed?

R.E. – Easter

- Wk 1 Signs of Spring
- Wk 2 Springing into Life
- Wk 3 What is Easter?
- Wk 4-6 The Easter Story

Into the Woods: Traditional Tales



Spring 2 2023

Literacy (Word Reading & Comprehension and Writing)

- Introduce key texts – Goldilocks, 3 Little Pigs, Billy Goats, Red Riding Hood, Jack and the Beanstalk.
- RWI lessons
- Story telling at snack time and the end of the day, sharing books with each other.
- Joining in repeated refrains.
- Weekly writing lessons about the story of the week.
- Introducing key vocabulary from each text.
- Using the book area in the classroom.
- Introduce story maps for the stories.
- Visit to the library for World Book Day

Mathematics (Number & Numerical Patterns and Shape, Space & Measures)

- WRM Phase 6- Building 9 and 10
- Consolidation
- Mastering Number

Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive)

- Joining in with familiar songs, tap out rhythms, move rhythmically, and join in with dancing.
- Express different feelings using noise/instruments
- What can they create in the Making area?
- Imaginative role play – do they build stories, engage when adult are not there.
- Design and make a house for the 3 little pigs.
- Make a bridge for the Billy Goats to cross.
- Make and paint a daffodil- Link to signs of spring RE.
- Cutting out palm leaves- Link to RE.
- Split pin bears
- 3 little pigs stick puppets



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