

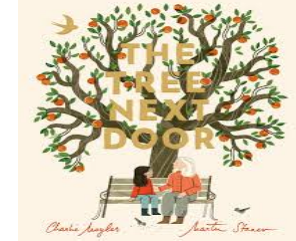
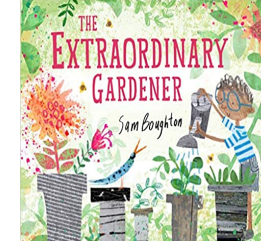
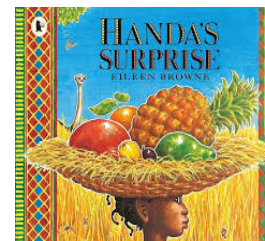
Ready, Steady, Grow – Spring Term 2

Key knowledge:

- Learn how to: Choose it, use it, Put it Away
- To combine two amounts up to 10
- To know the composition of numbers up to 10
- To know how to stay healthy and what may be unhealthy for me
- To learn about the artist Georgia O'Keeffe
- To learn how to hold a sentence and write a simple sentence
- To understand the concept of finger spaces
- To understand that crosses at Easter are very important to Christians
- To look at farming using aerial photos and Google Earth
- To look at farming in the past
- To know that there are ways of finding out about our past
- To know the difference between past and present
- To know about life cycles

Key Vocabulary

- Easter - A time where Christians remember Jesus dying on the cross and celebrate him being alive on Easter Sunday (resurrecting)
- Numeral - a symbol to show a number
- Life cycle - the different stages of life for a living thing
- Healthy - in a good physical or mental condition
- Unhealthy - in a bad physical or mental condition



Prior knowledge:

I know what animal is associated with Lunar new year 2024.

Future knowledge:

I can say when my birthday is including the day, month and year

I can say my number bonds to 10



These are the objectives from the Early Years Curriculum that we will be focusing on in Spring 2024.

Communication and Language	Personal Social and Emotional development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> ● Learn new vocabulary and use new vocabulary through the day ● Connect one idea or action to another using a range of connectives ● Begin to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen ● Listen to and talk about stories to build familiarity and understanding ● Listen carefully to rhymes and songs, paying attention to how they sounds ● Engage in non-fiction books - New life, life cycles, Growth and Seasons ● Describe events in good detail 	<p>We will learn to...</p> <ul style="list-style-type: none"> ● Play with peers and teachers, building relationships ● Share resources with friends ● Identify and moderate their own feelings socially and emotionally ● Express their own feelings and consider the feelings of others ● Follow school rules and behaviour policies, understanding the reasons we have rules ● Show confidence when trying new activities ● Manage their own needs 	<p>We will learn...</p> <ul style="list-style-type: none"> ● Revise the fundamental movement skills they have already acquired: - rolling – crawling – walking – jumping – running – hopping – skipping – climbing ● Progress towards a more fluent style of moving, with developing control and grace ● Develop their small motor skills so that they can use a range of tools: suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming ● Develop overall body-strength, balance, co-ordination and agility 	<p>We will learn to ...</p> <ul style="list-style-type: none"> ● Read some letter groups that each represent one sound and say sounds for them (set 1 digraphs and set 2 sounds) ● Read a few common exception words matched to the schools phonic programme ● Read simple sentences made up of words with known letter-sound correspondences and where necessary a few exception words ● Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ● Spell words by identifying the sounds and then writing the sound with letter/s



Mathematics	Understanding the World	Expressive Arts and Design	AT HOME
<p>(White Rose) We will learn to...</p> <ul style="list-style-type: none"> ● Introducing zero ● Comparing Numbers to 5 ● Composition of 4 & 5 ● Compare Mass (2) ● Compare Capacity (2) ● 6,7 & 8 ● Making pairs ● Combining 2 groups ● Length and height ● Time ● 9 & 10 ● Comparing Numbers to 10 ● Bonds to 10 ● 3D Shape ● Pattern (2) 	<p>We will learn to...</p> <ul style="list-style-type: none"> ● Understand that some places are special to members of their community ● Recognise that people have different beliefs and celebrate special times in different ways ● Explore the natural world around them (Winter to Spring) ● Describe what they see, hear feel whilst outside ● Recognise some similarities and differences between life in this country and life in other countries (Farming/ new life) ● Recognise some environments that are different to the one in which they live 	<p>We will learn to...</p> <ul style="list-style-type: none"> ● Combine different movements with ease and fluency ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Explore and engage in music making and dance, performing solo or in groups ● Return to and build on their previous learning, refining ideas and developing their ability to represent them ● Create collaboratively sharing ideas, resources and skills 	<p>You can help us by...</p> <ul style="list-style-type: none"> ● Sharing books and stories every day (Recording in reading record) ● Discussing what we see in the world around us, for instance, while out shopping or on a walk ● Encourage writing for different reasons, such as: shopping lists, stories, birthday cards ● Encourage independence when going to the toilet, getting dressed, eating or tidying up (Choose it, use it, put it away) ● Counting everyday things (steps, fruit, cups on the table) and noticing numbers around us (number on your front door, number on the bus, numbers on the remote) ● Encourage children to cut up their own food with a knife and fork





Be interested in and pose questions/find answers ...

- What animals
 - What number bonds do I know to 10?
 - What numbers can I write to 20?
 - Why are there crosses on hot cross buns?
 - Which foods are healthy/ not healthy for you?
 - How do you get to sleep at night? Do you have a routine each night?
 - What is farming like in other countries?
 - What parent and baby animals can I name?
 - What doubles to 10 do I know?
 - What plants and flowers have you seen before?
 - Can I write my first and last name independently?
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