

*Spring 2 Topic: Ready, Steady, Grow!*

*Some books we will be exploring for this topic*



*Key Knowledge*

- To know how to sit sensibly on the carpet
- Learn how to; choose it, use it, put it away
- Talk about own emotions and begin to recognise these in others
- To know how to look after basic hygiene and personal needs and be able to talk about the importance of proper hand washing
- To talk about the importance of a bedtime routine and a good night's sleep
- To be able to name their 'safe adults'
- To learn about animals and their young
- To further secure numbers 1-5, days of the week and routines
- To continue to develop fast subitising skills to 3
- To develop Phase one phonics
- Explore the work of Georgia O'Keefe
- Continue to enjoy stories and songs
- Beginning to order the sounds in their name

*Key Vocabulary*

Healthy	To be in good physical and mental condition
Seedling	A young plant
Bud	A small part of a plant that develops into a flower or leaf

***These are the objectives from the Early Years curriculum that we will be focusing on in Spring 2 half term***

<b><i>Communication and Language</i></b>	<b><i>Personal Social and Emotional Development</i></b>	<b><i>Physical Development</i></b>	<b><i>Literacy</i></b>
<p>We will learn to...</p> <ul style="list-style-type: none"> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>● Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>● Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>● Develop their pronunciation.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>● Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>● Understand gradually how others might be feeling.</li> <li>● Remember rules without needing an adult to remind them.</li> <li>● Select and use activities and resources, with help when needed.</li> <li>● Play with one or more other children, extending and elaborating play ideas.</li> <li>● Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>● Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>● Use one-handed tools and equipment with some control.</li> <li>● Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>● Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>● Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>● Complete their jigsaw name.</li> <li>● Write some or all of their name, using tracing sheets.</li> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Clap the syllables in words.</li> <li>● Listen to rhyming stories.</li> <li>● Engage in storytimes and access books in the reading area, turning pages and noticing print.</li> </ul>

		<ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	
<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>	<b>At Home</b>
<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Secure to 3.</li> <li>Recite numbers past 5.</li> <li>Solve real world mathematical problems with numbers up to 5</li> <li>Talk about and explore positions</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Use all their senses in hands-on exploration and talk about what they see.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul>	<p>You can help us by...</p> <ul style="list-style-type: none"> <li>Sharing books and stories every day</li> <li>Discuss what we see around us when out and about</li> <li>Encourage independence when getting dressed, eating and tidying up</li> <li>Counting everyday things (steps, fruit, cups on the table)</li> <li>Notice numbers in environment (house numbers, buses etc)</li> <li>Encourage children to cut up their own food with a knife and fork</li> </ul>



***We will be interested in and pose questions/find answers ....***

- What is my favourite book? Why?
- What happens as an egg hatches and a chick is born?
- What happens when I plant a seed?
- Can I order the sounds of my name correctly?
- Can I clap the syllables of my name?

