

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 be able to name their 'safe adults'
- To learn about animals and their young
- To learn about where some food comes from
- To learn the basic parts of plants and flowers
- 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

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

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



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?

