

<p><u>Communication and Language</u></p> <p>I can listen to a longer story and can remember much of what has happened, using puppets to retell the story.</p> <p>I am beginning to understand a why question and can answer them sometimes?</p> <p>I understand a question or instruction that has two parts.</p> <p>I can talk about familiar books.</p> <p>I can use longer sentences of to six words.</p>	<p><u>PSED</u></p> <p>I can select and use activities and resources, independently.</p> <p>I can play with a friend and extend play.</p> <p>I can practise skills of assertion, negotiation and compromise and look for adult support to resolve conflict.</p> <p>I can talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>I am beginning to understand what foods are healthy.</p>	<p><u>Physical Development</u></p> <p>I am beginning to develop large motor skills in order to ride a trike, bike or scooter.</p> <p>I can work with my friends to create an obstacle course, moving planks, tyres and crates to our desired position.</p> <p>I can take my coat on and off and zip it up myself.</p> <p>I can use one handed tools with support – scissors, paint brush.</p> <p>I am holding my pencil in a comfortable grip with good control.</p>	<p><u>Literacy</u></p> <p>I can name the different parts of the book. For example cover, title, author.</p> <p><b>Phase 1 phonics</b></p> <p>I can join in a conversation about a story I have heard.</p> <p>I can join in with a repeat refrain.</p> <p>I can recognise my name.</p> <p>I can write some of the letters in my name. (If I can hold a pencil)</p>
<p><u>Mathematics</u></p> <p>Master the Curriculum</p>	<p><u>Spring 2</u></p> <p><u>Once upon a time...</u></p> <p>Traditional Tales are used as the context for this unit to develop children's vocabulary and their understanding of story structure. These stories then act as the 'hook' for holistic learning across the other areas, for example, Red Riding Hood describes the differences in Grandma on each of her visits. Extending beyond the story, this concrete example is then used to prompt children to explore and notice the similarities and differences in the natural world; materials and between themselves.</p>		<p><u>Understanding the World</u></p> <p>I can explore the differences between people. (Talk positively about different appearances.)</p> <p>I can talk about the differences between materials and the changes I notice.</p> <p>I can talk about what I see and using a wide vocabulary.</p> <p>I understand the need to respect and care for the natural environment and all living things.</p> <p>I show an interest in different occupations.</p>
<p><u>Expressive Arts and Design</u></p> <p>I am beginning to add a story line to my play in the small world area.</p> <p>I can join different materials and explore different textures.</p> <p>I can use a variety of materials to make my ideas. For example house, bridge, rocket, car.</p> <p>I can draw or paint simple pictures, using continuous lines to represent objects.</p>	<p><u>Suggested Books</u></p> <p>The Woods by Rob Hodgson</p> <p>Traditional Tales</p> <p>Red Riding Hood</p> <p>Three Little Pigs</p> <p>The Three Billy Goat Gruff</p> <p>Zog</p>	<p><u>Experiences</u></p> <p>Baking</p> <p>Porridge Tasting</p> <p>Forest Schools</p> <p>Theatre Trip</p>	<ul style="list-style-type: none"> <li>➤ RE – What is Easter?</li> <li>➤ Wanderlust - Spring</li> </ul>

