

## Spring 2 – Keeping Healthy & Keeping Safe

Easter

Below are some of the key skills that we will be teaching throughout the curriculum.

Communication and Language	Personal, Social and Emotional Development	Physical Development Games
<ul style="list-style-type: none"> <li>• Begin to listen carefully in whole class groups</li> <li>• Ask questions to find out more, checking their understanding</li> <li>• Talk about keeping healthy and link these to their own experiences</li> <li>• Use new vocabulary linked to keeping healthy and life in other countries</li> <li>• Begin to orally develop sentences structure, adding detail to their sentences</li> <li>• Continue to develop social phrases</li> <li>• Engage in story times discussing the plot and the main problem</li> <li>• Begin to retell the story, some as exact repetition and some in their own words</li> <li>• To begin to use talk to help work out problems linked to science investigations</li> <li>• Recognise the patterns in stories, rhymes and songs</li> </ul> <p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Encourage children to develop relationships with different children during fun Friday</li> <li>• During fun Friday, encourage children to listen to each other and respond to what they say.</li> <li>• Identify and name an increasing range of emotions and learn how to manage them effectively.</li> <li>• Explore Slinky-linky Snake, showing evidence in the floor book and on display</li> <li>• Know and talk about the different foods that we need to eat to be healthy.</li> <li>• Learn about oral health and the importance of tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch balls of different sizes with increasing accuracy</li> <li>• Throw a ball at a target with increasing accuracy.</li> <li>• Kick a ball at a target with increasing accuracy</li> <li>• Further develop the fundamental movement skills of walking, jumping, running, skipping and hopping</li> <li>• Develop coordination and balance to engage successfully with throwing and kicking activities</li> <li>• To continue to develop good sitting postures through strengthening core muscle strength when working at a table and sitting on the carpet</li> <li>• Continue to develop an effective pencil grip which allows accurate letter formation</li> <li>• Competently use scissors safely and confidently</li> <li>• Continue to develop fine motor skills to use paintbrushes effectively</li> </ul>

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Explore the meaning of new vocabulary</li> <li>• Recognise non-fiction books and talk about what they have learnt from the book</li> <li>• Begin to use new vocab during role play and class discussions</li> <li>• Remember individual letters and begin to read digraphs/trigraphs by saying sounds for them</li> <li>• Blend and segment words and consolidate letter sound correspondences</li> <li>• Read and harder to read and spell words in simple sentences independently</li> <li>• Begin to read cvcc, ccvc and words containing digraphs and trigraphs independently</li> <li>• Form lower case and capital letters with increasing accuracy</li> <li>• Write cvc words independently</li> <li>• Orally rehearse simple sentences, counting how many words are needed</li> <li>• Begin to write simple sentences, sounding out words and writing some harder to read and spell words</li> </ul>	<ul style="list-style-type: none"> <li>• Recite numbers in order to 20 and beyond</li> <li>• Recite numbers to 20 forwards and backwards</li> <li>• Notice patterns in numbers, focusing on odd and even numbers</li> <li>• Consolidate 1:1 correspondence with numbers to 10 leading to numbers to 20</li> <li>• Confidently subitise to 5 using random patterns</li> <li>• Match quantities to numerals to 10</li> <li>• Use apparatus to explore the composition of numbers to 10, focusing on doubling</li> <li>• Use apparatus to explore the composition of numbers to 10, focusing on halving</li> <li>• Use real life context to begin to explore subtraction</li> <li>• Write numerals to 10 and beyond</li> <li>• To understand the 1 more than /1 less than relationship between consecutive numbers</li> <li>• To begin to understand odd and even numbers within 10</li> </ul>	<p>Recognise the similarities and differences between life in this country and life in other countries (Handa's Surprise)</p> <p>Explore the natural world around them. Go on a spring walk around school. How is everywhere changing?</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Christians celebrating Easter</p> <p>To identify transport that links to the People who help us.</p> <p>Compare transport from emergency services in the past – how have they changed?</p>	<p>Creating simple actions to songs.</p> <p>Learning how to move to a beat</p> <p>expressing feelings and emotions through movement to music</p> <p>To know some rhymes and songs by heart</p> <p>Work towards creating a flat hanging Easter Egg</p> <p>Explore using playdough to roll, squeeze, use a rolling pin, shape using cutter, and use other modelling tools to carve to create a pattern</p> <p>Make salt dough and explore using the above techniques</p> <p>Decorate salt dough Eggs, exploring using different medias eg decoupage, paint, sequins etc</p> <p>Use clay to create Final Easter egg based on what they have explored so far.</p> <p>Decorate the finished Easter egg decoration</p>

<ul style="list-style-type: none"><li>• Begin to use finger spaces between each word</li><li>• Write own name independently without looking at a visual prompt</li><li>• Read books to develop word reading and fluency</li></ul> <p><b>Key Vocab</b></p> <p><b>See literacy plan for book specific vocabulary.</b></p>			
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