

Communication and Language

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Can find it difficult to pay attention to more than one thing at a time.
- Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use longer sentences of four to six words.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Begin to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

PSED

- Be able to identify emotions and notice how their bodies feel when they experience ([emotions board and mirror can be used help them identify these](#))
- Begin to use calming strategies more independently to help them use control their emotions (asking for help if needed)
- Take part in pretend play with more self-control with a sense of *kindness, care, friendship and respect* to uphold our school values (incorporating calming strategies if needed to support)
- Once calm, children can think of solutions that cause them to feel strong emotions, choosing the best solution for the situation and putting it in place developing a sense of honesty, respect, care and kindness

Physical

- Develop core strength and balance skills by tummy-crawling through tunnels and under low obstacles, climbing and pulling themselves up on large equipment and walking along a balance beam, holding a hand for support.
- Hold a pose
- Match their developing physical skills to tasks and activities.
- Remember sequences and patterns.
- Develop ball skills by kicking, throwing, and catching
- Confidently use one-handed tools to create changes in materials such as making snips in paper with scissors, mixing paint

Spring 2

Little Acorns



Literacy

- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word.
- Some children may use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Some children may write some or all of their name.

Maths

- Subitising 2 – Show me 1, 2, 3 (2 weeks)
- Counting 3 – Move and label 1, 2, 3
- Shape, space and measure 3 – Explore position and routes
- Pattern 3 – Explore patterns

Understanding the world

Use all our senses in 'hands-on' explorations to explore:

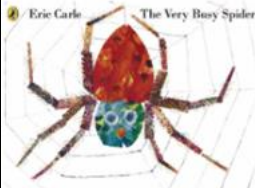
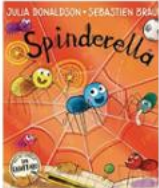
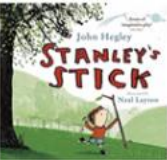
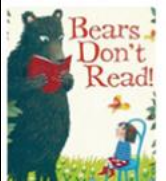
- natural materials and their properties, including fruit and vegetables
- collections of materials with similar and/or different properties.
- How things work
- Different forces they can feel
- Talk about the differences between materials and changes they notice.

Expressive Arts and Design

- Have repeated experiences at the creation station. They think about what they are creating and how they want it to look. They are introduced to more tools and equipment such as split pins and hammers and how to use them safely.
- Explore a range of music from different cultural backgrounds and can describe the sudden changes they hear e.g. loud, fast, slow, quiet
- Explore different ways of moving their bodies and can follow an adult's lead.
- Create their own stories, beginning to become familiar with the way stories are structured using a range of small-world or loose parts.

Special Events

- Explore signs of Spring
- World Book Day
- Mothers day
- Easter
- Forest School

Spring 2	Suggested books
Incy Wincy Spider Week 1 – n	  
One, Two, Buckle My Shoe Week 2 – m Week 3 – d	  
Round and Round the Garden week 4 – g	  
Humpty Dumpty Week 5 - o	 