

### Personal, Social and Emotional Development (PSED)

- To talk about the things I like and don't like
- To ask questions to find out information about things they are interested in
- To talk about what they are good at e.g. drawing pictures
- To talk about their family and pets while they are playing
- To start to understand that words can hurt other children's feelings
- To begin to understand that sometimes they have to wait for something they need



### Mathematics (M)

- To begin to estimate how many objects they have. E.g. the number of sweets in a packet
- To say the number which is one more or less than a given number
- To begin to understand addition and subtraction
- To name 2D and 3D shapes e.g. square, cylinder
- To order 2 or 3 objects according to their weight, length and height



### Understanding the World (UW)

- To understand that information can be retrieved from a computer
- To begin to develop and understanding of growth and change
- To begin to talk about things they have observed.
- To show care and concern for living things.

### Communication and Language (C&L)

- To begin to suggest how a story might end
- To follow instructions which have two parts e.g. put the book on the shelf and then get your coat
- To talk using longer sentences which include words such as "and" and "because"
- To use word endings correctly e.g. playing, longer



### Physical Development (PD)

- To talk about what happens to their bodies when they exercise e.g. get hot, out of breath.
- To start to understand some of the things they need to do to stay healthy e.g. get enough sleep
- To enjoy riding bikes and scooters and balancing outside
- To hold a pencil correctly and use one handed tools e.g. cut with scissors
- To continue to take part I activities which develop fine motor skills, such as working in the play dough, cutting, threading and finger gym

## Spring Term 2019

### Arctic animals and seasonal changes in spring

**To inspire the children we plan a broad range of activities however these may change depending upon children's requirements.**



### Literacy (L)



- To increase the number of letter sounds they recognise and begin to name some of them
- Begin to hear and write the letters in simple three letter words e.g. d-o-g
- To recognise words that rhyme and say others that sound the same e.g. cat, rat, hat, mat

### Expressive Arts and Design (EAD)



- To add a storyline to their play e.g. when playing with the farm say "One day the..."
- To build with a range of building toys including cardboard boxes
- To draw simple pictures eg, a cat, a pig
- To begin to explore colour mixing, talking about what is happening

### Ways in which to support your child at home

Continue to encourage your child to recognise and write the letter and number of the week. Read a range of books to your child including non-fiction and talk about what you have read. Watch the Jolly phonics songs on YouTube with your child. Talk about the sounds that can be heard in CVC words e.g. c-a-t is cat. Point out the rhyming words in songs and stories, making suggestions of other words which also rhyme. Collect boxes and other junk materials and build a model, discussing what you are going to build first. If you have pets, encourage your child to help you look after them. Ask them what their pet needs to keep them happy and healthy. When out walking or travelling by car, see how many different animals you can see. Play with small world toys, such as farms and jungle animals, talking about their different habitats. Use computers and books to find out facts about animals the children are interested in.