

Personal, Social and Emotional Development (PSED)

To begin to talk in a familiar group about their ideas and likes and dislikes.

To say when they need some help and when they can do something on their own.

To begin to negotiate with other children to solve problems independently.

To play games as part of a group, including games which have rules.

Communication and Language (C&L)

To begin to listen and do at the same time e.g. draw a picture while talking about something they did at the weekend.

To follow more than one instruction, e.g. first you draw your picture and then you cut it out and stick it on the box.

To use past, present and future tenses correctly e.g. I went to the shop, I am going to the shops.

To begin to think about the listeners needs when talking to them.

Physical Development (PD)

To use a range of tools effectively e.g. cut up their own food, cut out a shape, write recognisable letters.

To form letters correctly.

To dress independently, starting to fasten zips and buttons.

To begin some of the things they need to do to stay healthy e.g. get enough sleep, brush their teeth, eat a range of food.

Mathematics (M)

To read, write, and order number to 20 (and then 30, 40 etc) saying the number that is 1 more or less.

To use objects and a number line to add and subtract 2 numbers.

To begin to count in 2 and 10.

To use everyday language to talk about time, money and distance.

To name 2D and 3D shapes, talking about the faces, edges etc

Spring Term 2019

Topics will be child-led and planning will reflect the needs and interests of the children. To inspire the children we will plan a range of activities, however these may change due to interests.



Literacy (L)

To read and spell all the first set of action words.

To read simple words and sentences showing that they have understood what they have read.

To write independently a range of different things e.g. a list, story, recipe, instructions.

To read what they have written.



Understanding the World (UW)

To talk about the features of the place they live and begin to compare it to other places e.g. the arctic, a jungle.

To talk about plants and animals, including how they are same or different e.g. the polar bear has thick white fur, the fish has scales.

To talk about patterns and changes, e.g. the ice has melted because it has got warm.



Express Arts and Design (EAD)

To select the resources, they need carefully and begin to adapt their work when it is needed.

To begin to represent their ideas in a range of different ways e.g. dance, paint, music, role play, stories, models etc.

To work as part of group to develop or retell a story.

Ways in which to support your child at home

Support your child in learning their action words by practicing them for 5 minutes every day. Read a range of non-fiction or story book at bed time and talk about it e.g. where do you think the giraffe lives. Play some simple board or card games with your child, talk about the rules and how to play. Help your child to develop their independence by encouraging them to use a knife and fork instead of a spoon and to attempt to cut softer foods e.g. fish fingers. Talk to your child about the reasons why they need to brush their teeth, have a bath, go to sleep etc. Allow your child to experiment with different materials to make different objects e.g. use Lego to make dinosaur, use cardboard boxes to build an igloo. Chat to them about which bricks/boxes to use and how they can make their model better. Talk to children about routines e.g. tomorrow is Monday and we are going swimming, yesterday we went to the shops.