

## Communication and Language

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Engage in non-fiction books.

## Maths

- Combine two groups and say how many there are altogether.
- Count forwards and backwards to ten.
- Represent 9 and 10 in different ways.
- Subitise groups of 9 and 10.
- Make comparisons.
- Compare two or more quantities.
- Explore number bonds to 10 in different contexts.
- Explore 3D shapes and build their own shapes in different ways.
- Name 3D shapes and explore similarities and differences between them.
- Explore patterns which use items more than once.

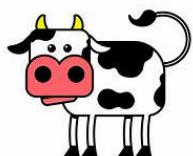
## Personal, Social and Emotional Development

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, being a safe pedestrian.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

## VISIT/VISITORS: Visit to Whitehouse Farm



What can we  
find on a  
farm?



Spring

## Expressive Art and Design

- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Sing a range of well-known nursery rhymes and songs.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Share their creations, explaining the process they have used.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Make use of props and materials when role playing characters in narratives and stories.

## Physical Development

- Progress towards a more fluent style of moving,
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.

## Literacy

Texts: Rosie's Walk, The Hungry Caterpillar, The Tiny Seed, The Extraordinary Gardener, Non-fiction books about the farm, Oliver's Vegetables

- Read some individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Spell some words by identifying the sounds and then writing the sound with letter/s.
- Discuss what has happened in a story.
- Begin to form lower-case and capital letters correctly.
- Read a few 'everyday' words matched to Sounds-Write.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

## Understanding of the World

- Recognise some environments that are different to the one in which they live.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.