



What do we want children to **know** by the end of this block and what do we want children to know **how to do** by the end of this block?

Communication and Language

In **Communication and Language**, we are learning to:

- Join in with longer sections of favourite rhymes and stories – some lines, words and actions.
- Respond to rhymes and stories with enjoyment.
- Talk about their own play, responding to comments or questions from others.
- Talk about and/or retell familiar stories with some accurate detail.
- Sequence some main events from stories.
- Follow adult cues to help innovate stories.

Personal, Social & Emotional Development

In **Personal, Social and Emotional Development** we are learning to:

- Say 'Stop, I don't like that' when someone does something we do not like.
- Follow rules with simple verbal prompts or visual reminders.
- Develop appropriate ways of being assertive.
- Take turns with verbal prompts from adults to pass over equipment.
- Choose and collect the resources we need to achieve a goal.
- Carry out simple tasks requested to help someone else

Physical Development

In **Physical development** we are learning:

- Stand on one leg for a few seconds, with developing stability.
- Hop with support – e.g. holding partner's hand or onto furniture
- Bowl, roll, chase and collect, tyres and cable reels.
- Use the toilet independently, managing clothing and washing hands without a reminder.
- Copy all aspects of whole-body action rhymes and challenges.
- Use a fork and spoon independently.
- Use a developing fine-pincer grasp when picking up small objects.
- Make marks with different size pens with a digital grip or emerging tripod grip when supported.
- Jump forward with 2 feet together
- Jump down from a higher to a lower height.
- With an adult-hand, travel above floor height by walking or crawling.
- Use sugar tongs or tweezers to pick up objects
- Drive tricycles by pedalling.

Literacy

- Locate familiar books within a larger collection.
- Choose books independently and spot things of interest within the pages.
- Remain engaged from the beginning to end of short books.
- Begin to participate in the repetitive features of very familiar books.
- Focus on marks as they are being created by a range of tools.
- Give simple meaning to the marks they make
- Use words and actions to engage in familiar rhymes
- Comment on or answer questions about illustrations.
- Join in with clapping the beats in new words.

Spring Term



...be original...
~never stop asking
questions... seek out the
answers ~

Maths

- Identify 'circle', 'square' and 'triangle' from a small collection of shapes.
- Subitise within 3.
- Show sets on fingers within 5.
- Process and use positional vocabulary accurately in small world scenes and when building.
- Make pictures and patterns with 2-D shapes, talking about their choices and using their own words to describe shape properties.
- Make a 'set' by collecting items with some commonality from a larger collection.
- Use everyday language to compare size
- Use terms day and night in relation to stories, and explain how we know

Understanding the World

- Respond appropriately to adult guidance to treat living things with care.
- Collect particular materials for a purpose.
- Begin to answer closed and anticipatory questions in simple adult led experiments about the properties of materials.
- Construct with simple mechanisms such as axles and wheels.
- Make simple maps to represent real and imagined journeys.
- Learn that some materials change when they get wet or are heated.

Expressive Arts & Design

- Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.
- Use mark making tools to make shapes.
- Talk about choices of materials we use to help create an agreed outcome.