

Topic starting point	<b>Spring 2- How do living things change?</b>
Key Skills (Development Matters)	<p><b>Communication and Language-</b>  Learn new vocabulary.  Use new vocabulary throughout the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their thoughts and ideas in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Describe events in some detail.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Use new vocabulary in different contexts.  Learn rhymes, poems and songs.</p> <p><b>Personal, Social, Emotional Development-</b>  Manage their own needs.  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian  Show resilience and perseverance in the face of challenge  Think about the perspectives of others.  Express their feelings and consider the feelings of others.</p> <p><b>Physical Development-</b>  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency.  Progress towards a more fluent style of moving, with developing control and grace.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.  Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p><b>Literacy-</b>  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read individual letters by saying the sounds for them.</p>

	<p>Engage in extended conversations about stories, learning new vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read a few common exception words matched to the school's phonic programme. Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>Maths-</b>  Count objects, actions and sounds.  Link the number symbol (numeral) with its cardinal number value.  Subitise.  Compare numbers.  Continue, copy and create repeating patterns.  Compare length, weight and capacity.  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Count beyond 10.  Compare numbers.  Understand the 'one more than/one less than' relationship between consecutive numbers  Explore the composition of numbers to 10.  Compare length, weight and capacity.  Automatically recall number bonds for numbers 0–5.</p> <p><b>Understanding The World-</b>  Understand that some places are special to members of their community.  Compare and contrast characters from stories, including figures from the past.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some environments that are different to the one in which they live.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them.  Draws information from a simple map.</p> <p><b>Expressive Arts and Design-</b>  Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines into their pretend play.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills.  Explore and engage in music making and dance, performing solo or in groups.</p>
Book Links	How to catch a dragon Jack and the Beanstalk Little Red Hen The Hungry Caterpillar

Experiences	Find giant dragon egg in the playground Chick eggs and frogspawn arrive Receive a GIANT letter! Caterpillars arrive Plant beanstalks Chicks hatch and we take care of them. Outdoor spring day
Vocabulary and communication	Growth, change, observe, lifecycles, giant, frogspawn, magnificent, beanstalk, living things, healthy.