

Communication and language

- Explains own knowledge and understanding, and asks appropriate questions of others.

Children interview: A vicar, policeman, caretaker etc.

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Confident to speak to others about own needs, wants interests and opinions.
- Predictions and explanations using stories.

Personal, social and emotional Development

- Opportunities for chl. to talk to the group about an interest/ work done on topic etc.
- Predict story endings
- Nonsense rhymes eg. Dr Foster
- Enable the chl. to talk about feelings.
- Encourage key vocabulary eg. emergency, dial 999, accident, post, construction site etc.
- Answer how and why questions.

People who help us Spring Term

Expressive Art and Design

- Combine different media to create new effect

Use collage to make plates of food (inc sand/string etc), printing to create emergency vehicle pictures

Tie and dye white cloth.

- Constructs with a purpose in mind.

Make junk model fire trucks etc., using construction toys make emergency vehicles

X ray pictures

Maths

- Uses language of more and fewer
- One more and one less
- Addition and subtraction language
- Ordering size- **Weighing parcels in post office. Ordering and comparing by size**
- Language related to money – **Buying stamps in the Post Office**
- Language related to time- **Story of 'Light house Keepers Lunch'**

Understanding the World

- Enjoys joining in with and talks about family customs and routines.
- Looks closely at similarities, differences, patterns and change. **Rubbings from the outside/grow plants outside/melt ice**
- Learn about family tradition/customs/**compare routines in UK, Togo and Nepal**
- Investigate objects and materials by using all of their senses as appropriate. **Whats' in a doctors bag? Objects on 'Exploration table'**
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software
- Support chl. To use technology: Make a telephone call, dial 999
- Reuse/ recycle **Look at refuse collectors. Where does rubbish go? Rubbish changes into compost/recycled paper or objects etc.**

Literacy

- Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.**
- Enjoys an increasing range of books.**

Stories: 'The lighthouse keepers Lunch', 'Fireman Sam', 'Postman Pat', 'The Jolly Postman',

Rhymes: Miss Polly had a dolly, Rhyming words, 5 Currant buns

- Attempts to write short sentences in a meaningful context.**
- Write some irregular and common words.**

Writing in the hospital, writing letters to friends, filling in forms at the post office.

Phase 3 Phonics: blending and segmenting/Reading captions and sentences. Alphabet song and letter names

Reading signs around the classroom inc. new vocabulary

Physical Development

- Negotiate space when playing with others.

Play stop!

Ambulance/police/firetrucks(Fireman Sam

- Jumps off an object and lands safely
- Safety in using equipment
- Eats a range of healthy and varied foods.

'Lighthouse keepers lunch': Ch to make a healthy lunch for him.

- Manipulate materials to achieve a planned effect

Handle tools, objects, construction and malleable materials safely and with increasing control

'Fold It': Find out about post and make envelopes/'Postman Pat', 'The Jolly Postman'