

	<p>sessions)</p> <ul style="list-style-type: none"> • To manage their own feelings • To know and use healthy routines within the class • To set own goals for the Spring term. • To continue to learn to wait and take turns. • To continue to look after the class environment • To talk about the different factors that support their overall health and well-being. • (Regular physical activities, healthy eating and tooth brushing) 	<ul style="list-style-type: none"> • To talk about their feelings (including discussions in jigsaw sessions) • Know that exercise is good for us. • To begin to understand healthy eating. • To be aware of sensible amounts of screen time. • To know what a good sleep routine is. • To learn about stranger danger.
Physical Development		
Gross Motor skills	<ul style="list-style-type: none"> • To participate in Forest School activities – digging, mixing, tying and dragging. • To manage own risk. • Copy, repeat and practise a variety of equipment handling activities. • Co-ordinate limbs to carry out defined movements and actions. 	<ul style="list-style-type: none"> • Follow a pathway using a variety of stepping patterns. • Follow simple instructions to coordinate limbs. • Show control to hold body shape. • Explore working with a stimulus of music. • Follow jumping patterns. • Jump in combinations. • Jump for height onto apparatus with confidence. • Jump accurately and with control. • Land with control • Travel along a variety of equipment using different modes of locomotion. • Incorporate stretches, shapes and rolls.
Fine Motor skills	<ul style="list-style-type: none"> • To develop hand/eye co-ordination. • To continue to experiment with mark making skills using different mediums e.g. chalk, pencil, crayons, whiteboard pens and interactive whiteboard. • To begin to learn how to form letters and numbers – Read, write Inc. • To hold a pencil correctly. • To practice how to use scissors correctly 	<ul style="list-style-type: none"> • To use a tripod grip to begin to form letters correctly. • Learn to use a range of tools safely. • To use scissors correctly. • Use cutlery correctly at lunch time. • To begin to show accuracy and care when drawing.

English		
Word Reading Comprehension	<ul style="list-style-type: none"> • Follow phonic scheme – Read, Write Inc. • To recognise speed sounds. • Phonic sessions daily in small groups. • To start blending and reading cvc words. • To develop a love of reading • To take home a book to share with parents/carers. • To retell stories that have been read to them. • To learn new vocabulary related to reading • To read stories that relate to events • To answer 'Why' questions. 	<ul style="list-style-type: none"> • Continue on Read, Write, Inc. phonics scheme in small groups. • To revise speed sounds daily. • To use speed sounds to read new words. • To develop a love of reading • To take home a book to share with parents/carers. • To retell stories that have been read to them. • To learn new vocabulary related to reading • To read stories that relate to events • Start to recognise and use 'special friends'. • To read simple sentences.
Writing	<ul style="list-style-type: none"> • To hold a pencil correctly – use of Read, Write, Inc. • To begin to learn how to form letters and numbers linked to phonic teaching. • Write independent writing using the sounds we know. 	<ul style="list-style-type: none"> • To hold a pencil correctly, using tripod grip – use of Read, Write, Inc. • To begin to learn how to form letters and numbers linked to phonic teaching. • Write simple sentences.
Maths		
Number	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • Begin to see that numbers within 10 can be composed of '5 	<ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • Become more familiar with the counting pattern beyond 20. • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • Begin to explore the composition of numbers within 10.

	and a bit’.	
Numerical Patterns	<ul style="list-style-type: none"> • Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • Experience patterns which show a small group and ‘1 more’ continue to match arrangements to finger patterns. • Continue to compare sets using the language of comparison, and play games which involve comparing sets • Continue to compare sets by matching, identifying when sets are equal • Explore ways of making unequal sets equal. 	<ul style="list-style-type: none"> • Explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’. • Compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system.
Understanding the World Past and Present People and the Communities Natural World	<ul style="list-style-type: none"> • To talk about their immediate family and community. • To look at the change in seasons through the garden and Forest School. (Winter to Spring) • To draw own map of local community. • To develop knowledge of people who help us in the community. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories. • Describe what we feel, hear and see while we are outside. • Science experiments during science week. (Floating and sinking, change of matter) • Recognise that people have different beliefs and celebrate special times in different ways.
Expressive Arts Creating with Materials Being Imaginative	<ul style="list-style-type: none"> • To develop story lines in their pretend play. • To be imaginative • To return to and build on their previous learning and developing their ability to represent them. • To listen attentively, move to and talk about music expressing their feeling and responses. • To use and explore a variety of media and materials such as paints, fabrics, cardboard, playdoh, pasta and paper. To talk about their creations. 	<ul style="list-style-type: none"> • To develop story lines in their pretend play. • To be imaginative • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Hot seating • Use percussion instruments to explore beat and tempo. • Perform a song to parents (Mothers Day).