

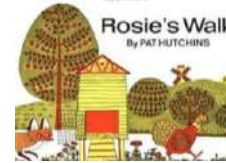
Communication and Language (CL)

- Understand, answer and use 'how' and 'why' questions
- Use different tenses correctly
- Develop correct pronunciation of some tricky sounds and multisyllabic words
- Express a point of view, giving simple reasons for their opinions
- Use talk to organise themselves and their
- Sing a large repertoire of songs



Literacy (L)

- Explore a variety of stories and rhymes linked to our learning themes, such as Old Macdonald and Rosie's Walk
- Further develop book awareness skills, such as English text is read from left to right
- Continue to identify print in books and print in the environment
- Identify the initial sound of their name
- Be able to identify initial sounds and recognise words with the same initial sound
- Begin to oral blend and segment.
- Symbolic mark making through using print and letter knowledge in early writing
- Write some or all their name



Personal Social Emotional Development (PSED)

- Become more confident when tackling new situations and new activities
- Understand rules and boundaries independently
- Know the cause and effect of their own choices when playing alongside others
- Talk about their feelings and begin to solve conflicts
- Jigsaw - Healthy Me
- Be independent in personal care and make healthy choices



FS1 Topic Web Spring 2 Out and About



Understanding the World (UW)

- Talk about and explore some key features of Spring
- Explore Spring treasure and look at similarities and differences
- Observe plants growing (life cycle) in our environment and how we care for them
- Plant bean seeds and record their growth, link to how we grow and our family grows and changes
- Visit a farm / invite a local farmer to talk to the children about the role of a farmer
- Understand the importance of caring for all animals, identifying the role of a vet
- Discuss what animals produce and identify the lifecycle of a hen / frog
- Use simple journey maps
- Learn about Easter and tradition of Mothering Sunday
- Use variety of ICT equipment



Physical Development (PD)

- Continue to use a variety of large equipment developing gross motor skills (scooter, hoops, climbing apparatus)
- Continue to develop control and co-ordination movements and spatial awareness
- Begin to make up and take part in group activities
- Collaborate with others to manage large items safely e.g. carrying large boxes etc
- Listen to music and begin to remember sequences and patterns of movement
- Continue to develop fine motor skills through a range of finger gym activities
- Show preference for a dominant hand and use a comfortable grip when using mark making tools
- Observe the effect of activity on our bodies



Mathematics (M)

- Recognise the numbers 0 to 5 / 0 to 10
- Solve real world problems with numbers to 5 / 10
- Subitise objects to 3 language using 'more' and 'fewer, 'same.'
- Understand perceptual subitising and use a 'Five Frame'
- Understand position through words alone
- Use mathematical language to describe objects
- Discuss routes and locations in Rosie's Walk and Humpty Dumpty using words in front of etc
- Begin to sequence events real and fictional using words such as 'first, then'
- Continue to spot, extend and spot errors in pattern



Expressive Art and Design (EAD)

- Create Spring pictures using different tools and materials, joining materials together
- Listen to and create movement to Spring inspired music
- Mix different media to create different homes for animals
- Engage in role play and create our own Farm Shop and Garden Centre
- Make imaginative and complex small worlds with different construction kits
- Use drawing to represent movement or loud noises and show different emotions in their drawings e.g. Sad Humpty Happy Humpty etc
- create Mother's Day and Easter cards and decorations using a range of resources
- Learn and respond to different Easter songs using different instruments and singing the melodic shape

