

Communication and Language (CL)

- Understand how to listen and know why listening is important.
- Retell stories, once they have developed a deep familiarity and understanding.
- Learn and use new vocabulary daily.
- Develop social phrases
- Connect one idea or action range of connectives.
- Describe events in some Detail.



Expressive Art and Design (EAD)

- Talk about their plan or intentions when they explore, mix and use colour
- Experiment with, and modify, their repertoire of dances by introducing visual and listening experiences
- Use textures and materials to create collages
- Engage in role play and create own narratives.
- Understand different ways of life through learning about the festival of Easter and tradition of Mothering Sunday
- Create Mother's Day cards using a range of resour
- Use natural materials to create a Spring garden
- Observational drawing of spring plants
- Explore the work of, and paint in the style of Roy Lichtenstein.



Personal Social Emotional Development (PSED)

- See themselves as valuable individuals.
- Can describe self in positive terms and recognise own skills and talents
- Build constructive and respectful relationships, taking steps to resolve conflicts with others and find a compromise.
- Can talk about and understand own emotions and feelings and recognise and think about the perspectives of others.
- Manage their own needs successfully.
- Know and talk about the different factors that support their overall health and wellbeing:
 - having a good sleep routine.and regular physical activity.



Literacy (L)

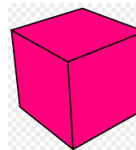
- Read, re-read and discuss a range of traditional tales with a focus on 'The Gingerbread Man'. Anticipate key events in stories and retell using puppets and role-play.
- Use developing phonic knowledge to decode regular words and read them aloud accurately
- Use clearly identifiable letters to communicate meaning representing some sounds correctly and spelling words by identifying sounds within them.
- Write short sentences with known letter-sound correspondences using a capital letter and full stop.
- Re-read books to build confidence and fluency, understanding and enjoyment.

FS2 Topic Web Spring 2 Changes!



Mathematics (M)

- Count beyond 10
- Compare numbers
- Begin to use the vocabulary related to addition and subtraction
- Find the total of two numbers by using tens frames and subitising to calculate,
- Order two or three items by length, height or weight
- Recognise and use numbers 1 to 10
- Use mathematical names for solid 3D shapes and talk about their properties
- Program moveable toys to move in different directions
- Use the correct vocabulary in relation to mathematical concepts children are developing skills for.



Physical Development (PD)

- Build a range of structures with greater control, such as dens
- Hold a pencil effectively to write letters, most of which are correctly formed
- Children are able to name a range of foods that are good for
- Discuss safety in the wider environment both indoors and outdoors; be aware of places in the environment that maybe safe/unsafe and why
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, co-ordination and agility.
- Confidently use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop skills to manage the school day- lining up, mealtimes and personal hygiene.



Understanding the World (UW)

- Begin to notice patterns around us in the environment
- Understand and describe features of our environment through walks, photographs, discussions.
- Observe changes through baking Gingerbread Men.
- Observe and describe simple features of plant growth and name parts of plants
- Know some of our food comes from farms
- Observe, describe and sequence the life cycle of a variety of animals, including chickens
- Have opportunities to discuss safety in the wider environment through outdoor activities - Easter egg hunt and spring walks,
- Understand the effect of changing seasons on the natural world around them.

