

Personal, Social & Emotional Development

- Begin to share toys without adult support
- Access resources independently eg put on a painting apron
- Take responsibility for small jobs in the classroom eg tidying up
- Begin to recognise and describe own feelings
- Jigsaw programme activities to support 'Dreams and Goals'
- Devise a meaningful target and work towards achieving it
- Continue to use Building Learning Power to support our learning

Communication and Language

- Listen carefully to stories, rhymes and poems joining in, when appropriate, with repeated language
- Retell familiar stories and information with increasing accuracy
- Develop confidence in talking in a group situation
- Respond appropriately to what others say
- Begin to understand 'why' questions - Why do you think the bears were cross?
- Understand and use new vocabulary related to our learning theme

Physical Development

- Develop fundamental movement and balancing skills
- Develop basic ball skills - rolling, bouncing, kicking
- Continue to develop competence using scissors eg cutting out a shape
- Continue to develop hand-eye co-ordination and fine motor control
- Become more confident holding and controlling a writing tool
- Persevere to take off and put on socks and shoes, sweatshirts etc
- Use climbing apparatus and fireman's pole competently

FS1 Spring 1 Once Upon a Time

Literacy

- Become familiar with a range of traditional tales and retell the basic narrative accurately
- Describe and comment on characters in stories
- Use story maps to plot stories.
- Floppy's Phonics/Phase One skills eg oral blending and segmenting, rhyming and rhythm
- Make marks/letter-type shapes when 'writing'
- Begin to write own name
- Stories: We're Going on a Bear Hunt, Can't you sleep Little Bear?

Mathematics

- Recognise numerals to 5
- Begin to recognise quantities to 3 without needing to count them
- Understand that numbers are a label for a quantity
- Compare items by size using language to describe them
- Talk about and explore 2D shapes, beginning to think about their features
- Use shapes (2D and 3D) for building
- Use symbols eg tally to represent a quantity

Understanding the World

- Identify and describe the main features of winter and consider the differences we notice
- Investigate ice and consider how it melts
- Discuss appropriate clothing for different weather conditions
- Investigate light and dark and think about sources of light
- Find out about festivals and celebrations - eg Chinese New Year, Pancake Day
- Describe the weather and begin to sequence days of the week

Expressive Art & Design

- Develop imaginative play in role play castle and using puppets
- Work collaboratively in small world area to begin to develop storylines
- Create winter artwork using cold colours
- Explore and describe different textures
- Draw from observation eg daffodils
- Learn new songs linked to the theme and perform in our Mother's Day celebration