

SPRING TERM

Space

Literacy

By the end of the first term children should be able:

- To identify diagraphs,
- To be able to decode and read CVC words,
- To be able to decode and read high frequency words,
- To identify the characters from the Oxford Reading Tree program,
- To form letters correctly,
- To write their name independently,
- To write some CVVC words.
- To read and understand simple sentences,
- To use phonic knowledge to decode unfamiliar words and read them aloud accurately,
- To use their phonic knowledge to write words in which they match their spoken sound.

To achieve these areas children will have access to daily phonics and weekly handwriting lessons. They will also have a daily/weekly literacy activity that is related to the topic of the lesson in the class. Writing opportunities will be consistent in their daily routine through the indoor and outdoor learning environment.

Mathematics

By the end of the first term the children should be able:

- To recognise numbers 0 - 15 and put I order,
- To count objects to 15 correctly,
- To give one more and one less than a given number to 15,
- To begin to add and subtract using quantities and objects to support learning,
- To join in with number songs,
- To identify all 2D shapes and some 3D shapes,
- To recognise and create patterns.

The children are encouraged to use mathematics in the continuous provision; they sequence numbers inside and outside using many different objects and apparatus. They will have a daily mathematics session with a focused activity working on problem solving.

Communication and Language

By the end of the first term the children should be able:

- To listen attentively in a range of situations, for example, stories and on carpet situations,
- To give their attention to what others say and respond appropriately,
- To follow instructions involving several ideas or actions,

- To answer 'how' and 'why' questions about their experiences,
- To express themselves effectively, showing awareness of listeners' needs,
- To use past, present and future forms accurately when talking about events that have happened or are going to happen,
- To join in with reading familiar stories,
- To concentrate on an activity and focus their attention,
- To develop a range of vocabulary,
- To use language to create role play games.

The children are encouraged to use a wide range of language. We develop this area through role play areas available both in the indoor and outdoor learning environment, reading corner and through other activities such as the use of jelly, ice cubes and chia seeds in the water tray, spaghetti, pasta and cereals in the malleable area and through having visitors come and see us.

Physical Development

By the end of the first term the children should be able:

- To hold a pencil with good control and use it to form letters correctly,
- To move with control in a range of ways, such as hopping, skipping and jumping,
- To use a range of balls, beanbags, hoops and other equipment with increasing control,
- To know how to stay fit and healthy,
- To manage their own basic needs successfully, including dressing and going to the toilet independently.

The children have access to a fabulous new outdoor area with a new covering for all weather. It is well equipped with bikes, scooters, climbing equipment and balancing apparatus. They will also have access to at least one PE lesson a week to develop a range of areas. The children are encouraged and have access to mark making in all the continuous provision areas as well as in focus group activities with an adult.

Expressive Arts and Design

By the end of the first term the children should be able:

- To learn a range of songs and dances,
- To experiment and play with colours, music and textures,
- To use resources such as Sellotape, glue and scissors to create models,
- To build and create using junk modelling resources, drawings, paintings, dance and role play.
- To act out stories and role play games with friends,
- To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

We love to sing, dance and express ourselves in Honeybees! We are creative and love to make things related to our topic. There are plenty of opportunities in the indoor and outdoor learning environments.

Personal, Social and Emotional Development

By the end of the first term the children should be able:

- To play, share and take turns with other children,
- To talk and listen to others,
- To solve problems using compromise,
- To have confidence to try new activities,
- To share their ideas and opinions,
- To understand and talk about their feelings and behaviours and that of others.

The children are actively encouraged to try new things through exciting and imaginative provision. We use circle time and PATHs to develop turn taking, sharing and understanding others.

Understanding the World

By the end of the first term the children should be able:

- To talk about their own past and present,
- To understand that they can have different interests to their friends,
- To know about similarities and differences between themselves and others, and among families, communities and traditions,
- To use simple computer programs,
- To look at plants, objects and animals comparing them and describing the changes they see,
- To show interest and curiosity in the world around them,
- What can Christians learn from Bible stories?
- Why do Christians put a cross in an Easter garden?

The children are encouraged and given plenty of opportunities to explore. The new outdoor area is used every day to encourage the children to notice the world around them.