

Personal, Social & Emotional Development

- Taking turns and sharing
- Develop concentration & perseverance with child chosen & adult led activities
- Self-selecting resources
- Saying please and thank you

Literacy

- Listen to and join in with related songs, stories & rhymes
- Recognise and trace/copy/write own name
- Make Mothering Sunday cards for someone who is special to them
- Mark making on a range of surfaces - mud, fences, walls, rolls of paper etc
- Hearing initial sounds in words- People who help us
- Writing initial sounds in words (those able)
- Writing cards/letters to local heroes to thank them for their work during the COVID pandemic
- Celebrating World Book Day and talking about our favourite stories- making poster (with labels) of your favourite story/author

Understanding the World

- Changes in the garden - first signs of spring
- Plant Spring bedding plants
- Learning about people that help us- what they do and why
- Possible virtual contact from local 'heroes' e.g. Police/fireman/doctors/nurses
- Watching video clips of people who help us
- Learning what Easter means to Christian people

Communication & Language

- Talk about & describe characters in stories
- Explore seasonal vocabulary (introduction to Spring), rhymes & stories
- Copy rhythms
- Make up nonsense rhymes
- Talk in sentences about why our mothers/grandmothers/nanas are special to us (mothering Sunday)
- Talking about/to people that help us-using the vocabulary surrounding this (emergency services, ambulance, fire engine, police car, accident, injury, safety).
- Asking "what" and "why" questions to find out more about People who help us
- Clapping syllables- 'fi-re..figh-ter'
- P4C- Thinking about which people that help us are most important and why

Spring Term 2

People that help us & Easter

Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated learning.

As part of school priorities we will be having an extra focus on mark making

Physical Development

- Manage own personal hygiene
- Dressing & undressing for the outdoors
- Balance and build strength on the adventure playground/building obstacle courses
- Use tweezers
- Use scissors- Make x-ray pictures by cutting up straws for bones
- Practise fine motor skills-threading, ripping, scrunching
- Tracing seasonal pictures
- Cutting along lines and around shapes

Mathematics

- Count loose parts, resources, people
- Shape recognition- Make shape vehicles- fire engines, police cars, ambulance
- Same/different- sorting and talking about animals/objects/pictures that are the same or different
- Recognise numicon pieces
- Matching the people who help us with their vehicles eg. Policeman and police car
- Order irrelevance- knowing amounts of objects stay the same when changed order
- Practise addition/subtraction using loose parts during play

Expressive Arts and Designs

- Create role play corner linking to topic (or other depending on interest)
- Making props for role play corner
- Making junk models- fire engines, police cars, ambulance etc
- Using construction blocks and loose parts to create small world scenes (police station, fire station)- links to People who help us
- Make Mothering Sunday cards for someone who is special to them
- Making Easter cards and crafts