

<h2 style="margin: 0;">Spring Two</h2> <h3 style="margin: 0; background-color: yellow;">Surprises!</h3>				
		Nursery	Reception	Activities
<b>Physical, Social &amp; Emotional Development</b>  SC&SA MF&B MR		<p>Is more confident to talk to other children when playing and will communicate freely about home and community. (30-50)</p> <p>Confident to speak to others about own needs, wants, interests and opinions and will communicate freely about own home and community (40-60+)</p> <p>Beginning to accept the needs of others and can take turns and <u>share resources, sometimes with support from others.</u> (30-50)</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (4-60+ months)</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine. (40-60+)</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children (30-50)</p>	<p>Child is confident to try out new activities and can say why they prefer some (ELG)</p> <p>They can say when they do or don't need help. (ELG)</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)</p> <p>Child can talk about how they and others show feelings, (ELG)</p> <p>Children can play cooperatively, taking turns when playing. They can take account of one another's ideas about how to organise their activity. (ELG)</p>	<p>Nursery playtime talk time focus - what I did last night news.</p> <p>Challenge cards to encourage ch to engage in new activities, play in different areas of the CP</p> <p>Surprise acts of kindness</p> <p>Elf on the Shelf to take over from Puddles.</p> <p>PSHE feelings focus, emotional elf's moods reflected in the feeling book, colour or music he has chosen</p> <p>Being good friends - link to the betrayal of Jesus by Judas</p> <p>Easter in church/Lanercost Easter Dentist Visit</p> <p>Problem solving activities</p> <p>Shoe shop role-play Problem solving, sorting activities instigated by the elf in various areas of the classroom.</p>
		<p><b>Physical Development</b></p> <p>M&amp;H</p> <p>H&amp;SC</p>	<p>Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50)</p> <p>Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters (30-50)</p> <p>Child shows good control and coordination in large and small movements such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping . (ELG)</p> <p>Understands that equipment and tools have to be used safely. (30-50) Shows understanding of the need for safety when tackling new challenges. (40-60)</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly. (40-60)</p> <p>They handle equipment and tools effectively, including pencils for writing. ELG</p> <p>Child can hop confidently and skip in time to music. (ELG+)</p> <p>They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG)</p> <p>They can dress and undress independently, successfully managing</p>

	<p style="text-align: center;"><b>Communication and language</b></p> <p style="text-align: center;"><b>L&amp;A</b></p> <p style="text-align: center;"><b>U</b></p> <p style="text-align: center;"><b>S</b></p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50)</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)</p> <p>Beginning to understand 'why' and 'how' questions (30-50)</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)</p>	<p>fastening buttons or laces. (ELG+)</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)</p> <p>Able to follow a story without pictures or props. (40-60)</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (40-60)</p> <p>They develop their own narratives and explanations by connecting ideas or events. (ELG)</p> <p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. (ELG+)</p>	<p>Show and Tell/what I did last night brought in for Nursery playtimes</p> <p>Sentence Structure activities through Writing time</p> <p>Building area: moving the larger items to encourage speech and team work</p> <p>Smaller indoor construction, character and loose parts area to encourage imagination and group play.</p> <p>Class book: The Faraway Tree</p> <p>How/why focus questions for Tapestry learning, and in reading comprehension work</p> <p>Talk for Writing: vocabulary, speaking, retaining the story</p> <p>Speaking photos on snack table</p> <p>Magical role play shop to include shoes: measuring each other, talking.</p> <p>Potion making: sharing and reviewing the outcomes.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Specific</b></p>	<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;"><b>N</b></p> <p style="text-align: center;"><b>S, S &amp; M</b></p>	<p>Shows curiosity about numbers by offering comments or asking questions. (30-50)</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. (30-50)</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50)</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models. (40-60)</p> <p>Orders two or three items by length, weight or capacity. (40-60+ months)</p>	<p>Child counts aloud reliably with numbers from 1 to 20, place them in order</p> <p>ELG+: Child estimates a number of objects and check quantities by counting up to 20.</p> <p>They solve problems, including doubling, halving (ELG)</p> <p>Child use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities, objects and to solve problems. ELG</p> <p>They recognise, create and describe patterns. ELG</p>	<p>Magic bag</p> <p>Estimation station jars of surprise objects</p> <p>Number of the day</p> <p>Doubling magic: paint printing.</p> <p>Potion making: writing numbers, capacity</p> <p>Tidy up monitors with clipboards: mark making.</p> <p>Magic shapes</p> <p>Shoe shop sizes, measuring, sorting</p> <p>Money to buy.</p> <p>Pattern threading and printing: magic necklaces/bracelets. Easter patterns</p> <p>Problem solving surprise sorting activities instigated by the elf</p> <p>Timers used for dressing/undressing for PE</p> <p>2 minutes timer used for brushing teeth</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center; font-size: 2em; font-weight: bold;">Literacy</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">R W</p>	<p>* Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.</p> <p>* Describes the main story settings, events and principal characters.</p> <p>* Beginning to be aware of the way stories are structured. (30-50)</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (40-60)</p> <p>* Sometimes gives meaning to marks as they draw and paint. (30-50)</p> <p>* Ascribes meanings to marks that they see in different places. (30-50)</p> <p>Writes own name. (40-60)</p>	<p>* Child read and understands simple sentences in stories and information books, using phonic knowledge to decode regular words and read them aloud accurately. (ELG)</p> <p><u>* They demonstrate understanding when talking with others about what they have read, or what has been read to them.</u> (ELG)</p> <p>* They write simple sentences which can be read by themselves and others. (ELG)</p> <p>They use key features of narrative in their own writing. (ELG+)</p> <p>* <u>Child uses their phonic knowledge to write words in ways which match their spoken sounds.</u> (ELG)</p>	<p>Talk for Writing Sentence Building Activities Targets</p> <p>Name building boards for Nursery</p> <p>Word Book Day</p> <p>Stories: Magic Porridge Pot Elves and the Shoemaker Winnie The Witch Meg and Mog</p> <p>Golden Time Movies Aladdin Beauty &amp; the Beast</p> <p>Friday book talk/buddy reading understanding focus, answering questions about what they have read. Nursery predict story endings.</p> <p>Writing opportunities: Magic porridge pot story mapping Weekly Sentence building writing activity Easter &amp; Mother's Day Card writing</p>
<p style="text-align: center; font-size: 1.5em; font-weight: bold;">Expressive Arts and Design E&amp;UM&amp;M BI</p>	<p>* Beginning to be interested in and describe the texture of things. (30-50)</p> <p>*. Imitates movement in response to music. Beginning to move rhythmically (30-50)</p> <p>*Developing preferences for forms of expression. Uses movement to express feelings (30-50)</p>	<p>* Selects tools and techniques needed to shape, assemble and join materials they are using (40-60+)</p> <p>* Child sings songs, makes music and dance ,(ELG)</p> <p>* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (40-60+)</p> <p>Child use what they have learned about media and materials in purposeful and original ways. (ELG)</p>	<p>Feely boxes to feel and describe the texture of object inside</p> <p>Creative area challenges and surprise creations planted in the creative area e.g. make a wand, ribbon stick, car.</p> <p>Draw, paint and make a daffodil (combining media &amp; joining techniques)</p> <p>Go Noodle dances/movement</p> <p>Easter and Mother's cards to include alternative joining elements.</p> <p>Shoe shop role-play Pancake Making Elf on the shelf surprises Music Express</p>
<p style="text-align: center; font-size: 1.5em; font-weight: bold;">Understanding The World</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">P&amp;C TW T</p>	<p>* Knows some of the things that make them unique, (30-50)</p> <p>* Can talk about some of the things they have observed (30-50)</p> <p>* Knows how to operate simple equipment e.g. turns on CD player (30-50)</p> <p>Completes a simple program on a computer. (40-60)</p>	<p>*They know about similarities and differences between themselves and others and amongst families, communities and traditions.(ELG)</p> <p><u>* Child knows about similarities and differences in relation to places, objects, materials and living things.</u> (ELG)</p> <p>* Child recognises that a range of technology is used in places such as home and schools. They select and use technology for particular purposes (ELG)</p>	<p>Puddles and the Happy Easter Day (RE)</p> <p>Pancake Day/Easter/World Book Day/ Mothering Sunday/Sports Relief sharing their unique experiences with their peers,</p> <p>P4C Shoes on or of inside? Homes, places of worship? Shoes from around the world enquiry (sandals, ugg boots, clogs, new/old, holed/unworn)</p> <p>Bird Feeding and seasonal observations Signs of Spring spotting in and around the school and church grounds.</p>

			<p>Greenscreen: surprise characters          Ipad ebook: Elves and the Shoemaker          Cameras/i-pads to video learning: SeeSaw app          Technology hunt homework          CVC word building apps on reading area on ipads.</p>
<p>Computing/          online Safety theme</p>	<p>Online Safety</p> <p>Spring Term: I am Safe and Secure          I use a log in to access devices I see information that is put online about me.          I use devices with other people, talking about what we do.          I am careful with technology devices.</p>		<p>Discuss and share Tapestry posts</p> <p>Safety:          Move apps into one folder and model it's use          Set up 4 digit passcode number and talk about not sharing passwords</p>