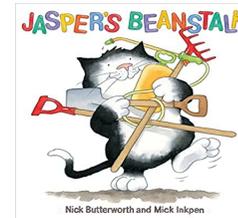
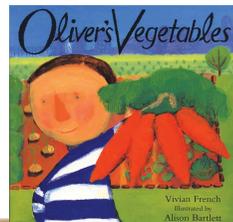
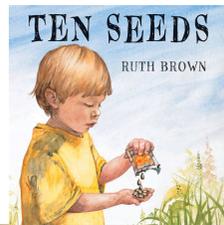


Prior Learning	Key Vocabulary		Key Knowledge
<ul style="list-style-type: none"> • Forests, rivers, and gardens are different environments. • Stories can be about things that happened long ago or now. (old-style furniture, cooking and household items). • Stories teach us lessons. • People in different places have different stories and ways of living. • People lived differently in the past. • Children can compare materials and homes then vs. now. • Animals live in environments suitable for their needs. • Different stories feature different animals, reflecting local environments. • Natural objects like wood and leaves come from these environments. 	Spring	the season when new life begins	<ul style="list-style-type: none"> • Spring is a time when new life begins. • People grow food in gardens/farms. • Eating different foods helps us stay healthy. • Living things grow and change over time. • Plants and animals need care. • Plants need water, light, and warmth. • Animals need food, water, and shelter.
	Grow	getting bigger and changing	
	Change	becoming different over time	
	Plant	a living thing that grows from a seed	
	Animal	a living thing that needs care	
	Care	looking after living things	



These are the objectives from the Early Years curriculum that we will be focusing on in the Spring term

<i>Communication and Language</i>	<i>Personal Social and Emotional Development</i>	<i>Physical Development</i>	<i>Literacy</i>
<p>We will learn to...</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Develop their pronunciation 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Understand gradually how others might be feeling • Remember rules without needing an adult to remind them • Select and use activities and resources, with help when needed • Play with one or more other children, extending and elaborating play ideas • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Use one-handed tools and equipment with some control • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • Use a comfortable grip with good control when holding pens and pencils 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Complete their jigsaw name • Write some or all of their name, using tracing sheets. • Engage in extended conversations about stories, learning new vocabulary • Clap the syllables in words • Listen to rhyming stories • Engage in storytimes and access books in the reading area, turning pages and noticing print
<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>	<i>At Home</i>

<p>We will learn to...</p> <ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') • Secure to 3 • Recite numbers past 5 • Solve real world mathematical problems with numbers up to 5 • Talk about and explore positions • Make comparisons between objects relating to size, length, weight and capacity 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant and an animal • Begin to understand the need to respect and care for the natural environment and all living things • Use all their senses in hands-on exploration and talk about what they see 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Remember and sing entire songs • Sing the pitch of a tone sung by another person • Use drawing to represent ideas like movement or loud noises • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures 	<p>You can help us by...</p> <ul style="list-style-type: none"> • Sharing books and stories every day • Discuss what we see around us when out and about • Encourage independence when getting dressed, eating and tidying up • Counting everyday things (steps, fruit, cups on the table) • Notice numbers in environment (house numbers, buses etc) • Encourage children to cut up their own food with a knife and fork
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We will be interested in and pose questions/find answers

- Have you had to care for an animal before?
- What plants can you see when you go for walks?
- We will be welcoming eggs and caterpillars into school in the next few weeks, what life cycles do you already know?
- What healthy foods do you eat at home and at school?
- How else do we stay healthy?
- Can you spot any numbers in your environment? E.g. house number, numbers on busses, clocks in the house.

