**Physical Development**

GM - cont to develop fundamental movement skills

(see Lancs PE passport)

FM - Continue to develop correct use of pencils, scissors, cutlery etc. Encourage correct posture, grip and control. Continue to develop letter formation and orientation.

Malleable play; moulding, pinching, kneading, shaping

**Personal, Social and Emotional**

**Development & HRSE**

* Growing, changing and life cycles
* keeping safe
* Positive relationships
* My Happy Mind

’

**R.E.**

Lent; a time of renewal and positive change

Ash Wednesday, Temptation in the desert

- Holy Week and the Easter Tridiuum

*School value this half term; Be Generous*

*School value for this half term – be generous*

**Communication and Language**

- enjoy being part of conversations and discussions and respond with sensible comments, relevant actions and questions

- use talk in different ways to develop thinking, collaborate and plan with others and to express ideas

- learn and use new vocabulary in context

- further develop active listening skills

- listen to and talk about stories and their sequence

- retell stories using T4W

- develop language, vocabulary and narrative skills through storytelling imaginative and small world play

- listen and talk about non-fiction books in relation to topic. Ask and answer questions

- follow more complex instructions

**Expressive Arts and Design**

- continue to explore colour, shape, texture through art and craft materials

- malleable play; dough; kneading, rolling, pinching

- imaginative play with animal enhancements

- continued use of construction kits; building for a purpose, talking about the process, adapting ideas

- Extend repertoire of songs to include topic songs

- use percussion instruments to copy rhythms

- move in time to music

A group of animals standing together

Description automatically generated

**WRENS YR**

***Animal Adventures***

**Spring 2 2024**

**Mathematics**

- Numbers to 10, including comparing, representing, subitising

* 1 more/less
* Number bonds to 10
* Length, height and time
* mass and capacity

**Understanding of the World**

- Develop understanding of how to care for our living world

- Experience and explore what living things need to survive and how to care for them (class stick insects)

- Observe and discuss similarities and differences between living things especially animals.

- Learn that some animals have a special job to do e.g. guide dog

- Know some similarities and differences between the natural world around them and contrasting environments

- Know that different animals live in different parts of the world.

-

**Literacy**

- continue to learn new digraphs and trigraphs at Phase 3 (intervention where needed). Learn Ph 3 HFW, inc ‘tricky words’.

- blend sounds together to read phase appropriate words

- encourage blending and segmenting sounds to help with reading and spelling.

- Read and write phase appropriate sentences with increasing independence.

- Recognise and use capital letters, full stop, exclamation and question marks, as appropriate.

- Read what you’ve written to check it makes sense!

- encourage correct formation of lower-case letters

(intervention where needed)

***Key texts; ‘The Little Red Hen’, ‘Dear Zoo’, ‘Brown Bear, Brown Bear’, ‘‘The Tiger who came to Tea’***