

**Prime Area: Personal, Social and Emotional Development (PSED)**

**Healthy Me**

- Piece 1 – Everybody’s Body!
- Piece 2 – We Like to Move It, Move it!
- Piece 3 – Food Glorious Food
- Piece 4 – Sweet Dreams
- Piece 5 – Keeping Clean
- Piece 6 – Stranger Danger

**Specific Area: Understanding the World (UW)**

**24/2/25**-What’s changing in Spring? Seasonal change, plants, flowers, new life, weather

\*Kapow-Outdoor Adventures

**3/3/25**-What wonderful wildlife can we see? Minibeats, butterflies, local nature

**10/3/25**- What is a lifecycle? Butterfly, frog, chick life cycles

**17/3/25**-How have we grown? Human life cycle, baby photos

**24/3/25**-What can we grow? Seeds, plants, flowers, caring for flowers

**31/3/25**-Can we explore change? Growth experiment \*Lancashire RE-Special Stories

**Prime Area: Communication and Language (CL)**

**Talk it through!**

- Describe events in detail – time connectives.
- Continue to discover passions.
- Understand how to listen carefully and why listening is important.
- Sustained focus when listening to a story.
- Spring time walks outside.
- Story telling in a range of ways i.e. story maps/puppet theatres etc.



**Prime Area: Physical Development (PD)**

**Gross Motor:** PE PASSPORT

\*Stability 2

\*Dance-Toys

Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.

**Fine Motor** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.

**Specific Area: Literacy**

**Phonics**- Continuing to develop blending skills, decoding of 4 sound words and reading simple sentences

**Reading**- Story structure beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.

**Writing**-Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation

**Specific Area: Mathematics (M)**

**Maths Mastery:**

**Subitising**-subitising to 6, number arrangements

**Counting, ordinality and cardinality**-ordering numbers within 8

**Comparison**-more than, fewer than. Equal to

**Composition**-‘5 and a bit’ making numbers with equal parts, odd and even numbers

**Shape, Space and Measure:** \*Measuring lengths and heights-non-standard units  
\*Understanding capacity-comparing and estimating \*2d shapes-describing properties, shapes within shapes \*3d shapes-recognising and identifying properties

**Specific Area: Expressive Arts and Design (EAD)**

Creating with Materials- **Artist Focus** -. Kapow-Seasonal Crafts: Easter Egg Crafts

Applying skills in threading wool, while making choices about patterns and colours to create hanging Easter decorations Artist Focus – Yayoi Kusama DT aspect:

\*Easter-hanging decoration (1 lesson) **Being Imaginative and Expressive:** \*Role Play-home corner, puppets, thematic role play, small world, story telling \*Daily Singing  
\*additional arts/crafts within provision

\***Sparkyard**-Musical Patterns and Performing Step 3 – Exploring Descriptive Sounds

\***Sparkyard**-Musical Patterns and Performing Step 4- Let’s Perform