

Amble First School

Early Years Planning

Term - Spring

Topics covered: *What do we know about winter? How does my garden grow?*

	Nursery - By the end of term the majority of children will be able to...	Reception By the end of term the majority of children will be able to...
PSED		
Making Relationships	Play in a group, extending and elaborating play ideas • Initiate play, offering cues to peers to join them • Keep play going by responding to what others are saying or doing	Continue to develop friendships with wider group of children • Work independently with a partner or as part of a small group • Initiate conversations; take account of what others say • Explain their own knowledge and understanding and ask appropriate questions of others • Take steps to resolve conflicts with other children, with help, find a way to compromise
Self-Confidence and Self awareness	Select and use activities and resources with help • Welcome and value praise for what they have done • Enjoy the responsibility of carrying out small tasks • Show confidence to talk to other children when playing	Be confident to try new activities and say why they like some activities more than others • Be confident to speak in front of their class • To talk about their ideas and choose resources for an activity with independence • Say when they do or don't need help
Managing Feelings and Behaviour	• Respond to the feelings and wishes of others. • Show awareness that some actions can hurt or harm others • Offer help or comfort to others when they are distressed • Inhibit their own actions/behaviours, e.g. stop themselves from doing something they shouldn't do • Distract themselves when upset, e.g. by engaging in a new play activity	Understand that their own actions can affect other people • Describe and follow their classroom promises and school rules • Negotiate and solve problems amicably

Communication and Language		
Listening and Attention	Listen to others one to one or in small groups, when the conversation interests them • Listen to stories with increasing attention and recall (5 minutes) • Join in with repeated refrains anticipate key events and phrases in rhymes and stories • Follow simple directions	<ul style="list-style-type: none"> • Maintain attention, concentrate and sit quietly during taught activities • Listen and do for a short time • Respond to what they hear in stories with relevant comments and opinions
Understanding	Understand the use of objects, e.g. What do we use to cut things? • Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture • Respond to simple instructions. • Begin to understand 'why' and 'how' questions	<ul style="list-style-type: none"> • Respond to simple two part instructions • Able to follow a story without pictures or prompts • Listen and respond to ideas expressed by others in conversation or discussion • Respond to more than one instruction at a time,.
Speaking	Use more complex sentences to link thoughts, e.g. using and because • Retell a simple past event in the correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Question why things happen and give explanations • Use a range of tenses, e.g. play, playing, will play, played • Use vocabulary focused on objects and people that are of particular importance to them • Build up vocabulary that reflects the breadth of their experiences • Use talk in pretending that objects stand for something else in play	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping or naming, exploring meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations, e.g. take on roles in a boat role play and vets • Talk about a topic and stay on the subject • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Develop own narratives and explanations by connecting ideas or events, e.g. adapting a familiar story in the role play
Physical Development		
Moving and Handling	Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Mount stairs, steps or climbing equipment using alternate feet • Walk downstairs, two feet to each step while carrying a small object • Run skilfully	<ul style="list-style-type: none"> • Experiment with different ways of moving • Jump off an object and land appropriately • Negotiate space successfully by adjusting speed or changing direction to avoid obstacles • Travel confidently around, under, over and through balancing and climbing equipment • Show increasing control over an object in pushing, patting,

	and negotiate space successfully, adjusting speed or direction to avoid obstacles • Catch a large ball • Draw lines and circles using gross motor movements • Use one handed tools and equipment, e.g. makes snips with scissors • Hold a pencil near the point between thumb and two fingers and uses it with good control • Copy some letters, such as letters from their name	throwing, catching or kicking it • Use a variety of tools, construction and malleable materials safely and with increasing control • Form the vast majority of lowercase letters using the correct letter formation
Health and Self Care	Tell an adult when they are hungry or tired or when they want or rest or play • Understand that equipment and tools have to be used safely • Attend to their own toileting needs, most of the time independently • Dress themselves with some assistance	Use PE and play equipment safely, e.g. four children to carry a PE mat, putting away equipment after use • Know that fruit, healthy foods and PE contribute to a healthy lifestyle • Dress and undress for PE independently and with increased pace
Mathematics		
Number	<ul style="list-style-type: none"> • Use some number names in their play • Recites numbers in order to 10 • Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same • Match numbers to quantity • Show an interest in numbers in their environment • Begin to recognise number to 5/10 • Realise that anything can be counted, not only objects • Begin to count a small group of objects reliably 	Use the language of more and fewer to compare two sets of objects • Share a group of objects in different ways recognising that the total is still the same • Use counting strategies to count objects accurately to 10 and beyond • Order numbers from 1-20 independently. • Recognise number 1-20 consistently and beyond • Begin to represent numbers correctly on paper, whiteboards or post it notes • Double single digit numbers • Use the vocabulary involved in addition and subtraction • Use the language of sharing • Begin to solve simple mathematical problems linked to children experiences e.g doubling and halving
Shape, space and measure	Show an interest in shapes in their environment • Use positional language • Show an interest in shape through construction play by talking about shapes • Talk about everyday shapes, e.g. tall, round • Begin to name 3D and 2D shapes • Begin to describe some simple properties of 3D and 2D shapes	Use shapes to create and recreate patterns and build models • Use positional language such as 'behind' or 'next to' • Confidently use the language of measuring • Order and sequence familiar events, e.g. life cycle of a chick, daily events • Measure time in simple ways • Use mathematical names for 3D and 2D shapes • Order a number of objects by length, height, weight or capacity

		<ul style="list-style-type: none"> • Use the language of time, e.g. o'clock, yesterday, before, after etc. • Use everyday language related to money • Develop an understanding of the value of coins, e.g. 2p = 1p and 1p • Measure short periods of time in simple ways
Literacy		
Reading	<p>Show an awareness of rhyme and alliteration • Listen to stories with increasing recall and attention • Join in with repeated refrains in stories and rhymes • Talk about stories, suggesting how they might end • Show an interest in books and stories • Independently look at books, handling them carefully • Know that print carries meaning</p>	<ul style="list-style-type: none"> • Recognise the 44 sounds taught using R.W.I. These sounds will be re-capped during the spring term. • Confidently blend using single sounds • Begin to blend using sounds with two letters. E.g. sh,ch,th,ay, ee, oo • Read the majority of the 45 Reception key words • Read simple sentences • Answer questions around a story • Use vocabulary and forms of speech that reflect books they have read • Enjoy reading a range of books • Know that information can be found in non-fiction books
Writing	<p>Give meaning to the marks they draw and paint • Give meaning to the marks/print that they see in different places • Some children will begin to write letters to give meaning</p>	<p>Use their phonic knowledge to write simple words • Write labels, lists and short sentences • Write letters and words to communicate meaning • Represent some sounds correctly in their own writing • Write at least three short sentences relating to our topics life • Spell some Reception key words correctly</p>
Understanding of the world		
The World	<p>Talk about their environment • Begin to talk about things they have seen, e.g. plants, animals and natural objects • Talk about why things happen and how things grow, e.g. animals, plants, change in seasons, differences in weather • Begin to show an understanding of growth, decay and changes over time, e.g. Watching food grow that they plant, spring bulbs, how ice changes</p>	<p>Look closely at similarities, difference, patterns and change, e.g. changes to ice when it melts, egg to chick, seeds to plants • Show an understanding of seasonal changes over time, e.g. comparing findings from autumn and spring walks • Compare different weathers • Compare different countries by their weather • Give reasons for changes in the seasons • Make observations about animals and plants and explain why some things occur, talking about changes, e.g. trees grow their leaves during spring because it is warmer • Create simple maps</p>

		related to their experiences
Technology	Operate an iPad and work through an app/game • Program a simple moving toy, e.g. Make Beebot move along the floor by pressing the forwards/ backwards buttons • Operate mechanical toys, e.g. wind up toys or pull back on a friction car	Operate a simple program on the computer or iPad • Use iPads to find facts for different purposes • Use the appropriate language e.g app, icon, monitor, mouse
People and Communities	Recognise and describe special family events • Talk about special events from their own experiences, To know how people can stay safe in different environments.	• Show an interest in the lives of people who are familiar to them • Remember and talk about significant events in their own experience • Recognise and describe special times or events for family or friends • Know some of the things that make them unique and talk about similarities and differences in relation to friends or family •
Expressive arts and design		
Using media and materials	Join in singing favourite songs • Join in with dancing and ring games • Explore how sounds can be changed • Begin to use lines to draw and create a picture that represent objects • Describe the texture of things • Use a variety of construction materials to build and create models, e.g. cars, trains, boats • Join construction pieces together to build and balance • Know that tools are used for a purpose	• Describe the different sounds instruments make • Explore colour mixing • Experiment to create different textures • Construct with a purpose in mind using a variety of resource • Use simple tools and techniques with care to shape, assemble and join materials • Select appropriate resources and adapt their work when necessary
Being imaginative	Begin to use representation to communicate, e.g. drawing a line and saying, 'That's me' • Join in with role play/imaginative play • Use props in role play to tell stories based on their own experiences, e.g. going on a journey • Use music, dance, paint, crayons and chalk to make pictures and models to capture their own experiences	Respond to feelings, ideas and experiences • Selects colours for a purpose, e.g. eye and hair colours • Use stories they know in their play, e.g. roleplay garage, boat • • Play cooperatively as part of a group on the same theme, e.g. a boat crew going on a journey together

