

FS2 Term Spring 1	What will I be learning about during this unit?	What new vocabulary will I learn during this unit?	Where will my learning go next?
<p><b>Topic Theme</b></p> <p><b>Language and Communication</b></p>	<p>- <b><u>Crazy Creatures</u></b>  Harry and the Bucketful of Dinosaurs  Dinosaurs in My School  Rumble in the Jungle  The Lion Inside  Commotion in the Ocean  Squirrels Who Squabbled  Tree (Seasons)</p>		<p>Communication and language is at the heart of all that we do. Central to this is daily sharing of stories and rhymes and the development and enrichment of vocabulary both planned through topic work and spontaneously as we work and play together. Children can be at very different stages in their understanding and use of language and we aim to tailor our provision to meet their needs whatever their starting point through skilful modelling and scaffolding. This term our focus will be around</p> <p>Talking about favourite stories and retelling them in greater detail</p> <p>Looking at and talking about non-fiction books</p> <p>Rhymes and songs inc Poetry</p> <p>Asking questions for themselves</p> <p>Expressing ideas and thoughts more fully and in longer phrases – adding details</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Managing self</b>  Not giving up developing resilience</p> <p><b>Self-Regulation</b>  Setting targets for self and persevering to get there</p>	<p><b>Managing self</b>  Resilience, challenge, problem, achievement, tricky, obstacle</p> <p><b>Self-Regulation</b>  Persevering, target, award</p>	<p>Children will use strategies developed to help them overcome obstacles and challenges that they face. They will continue to adapt these strategies to suit their needs.</p>

<p><b>Physical Development</b></p>	<p><b>Fine Motor</b>  Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Begin to develop the foundations of a fluent handwriting style Use the tripod grip when holding a pencil in nearly all cases. Daily access to fine motor activities which link closely to the learning. Daily Dough Disco and Write Dance to develop fine and gross motor skills.</p> <p><b><i>Pencil control</i></b>  Dot to dots, tracing, colouring, writing areas, chalk and chalk boards, whiteboards and pens, clip boards</p> <p><b><i>Bilateral Hand Movements</i></b></p>	<p><b>Fine Motor</b> Trace, formation, control, grip, draw, write</p>	
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Chalk on tough spots/big chalk boards/outside, large pieces of paper for large scale drawings, using paintbrushes in the water outside. **Scissor Skills**  
Snipping, cutting along a line, cutting around a shape.  
(encouraged in the creative area and during creative activities)

**Gross motor**  
PE – Gymnastics – see PE planning Provision:  
Children will confidently and safely use a range of equipment indoors. They will develop their overall body strength, balance, co-ordination, balance and agility. Daily Physical Literacy sessions to develop core strength.

Outdoor play in FS area and on playground. Begin to develop confidence and accuracy in a range of ball skills. Trim trail and climbing frame. Use a range of equipment to create own physical challenges, eg balancing on planks, creating bridges.

<p><b>Literacy</b></p>	<p>Literacy lessons focused on Book of the Week. Linked writing, reading and speaking and listening activities with relevant vocabulary in daily use. Guided writing sessions including initial sounds, cvc words, captions and sentences. Daily stories and rhymes and time to talk about them (see Language and Communication) Reading books matched to stage of phonological development  RWI set one sounds (more able start on set 2) Oral blending and reading cvc words and captions. Mark making and writing for a purpose across the curriculum,</p>	<p>Words of the week linked to the weekly text:  <b>Strutting</b>  <b>Tarpaulin</b>  <b>Whizzes</b>  <b>Squelch</b>  <b>Destination</b>  <b>Heave</b></p> <p>Discussion and use of synonyms to embed understanding of vocab.</p>	
	<p>Writing opportunities across all areas of the classroom, eg role play and small world. Pencil skills and correct letter formation taught in Phonics and guided writing sessions.</p>		
<p><b>Maths</b></p>	<p>White Rose scheme units  Alive in 5  Growing 6 7 8</p>	<p><b>how many? more,1 more, most fewer fewest,1 less equal</b> order, combination,</p>	
<p><b>Understanding the World</b></p>	<p><b>People, culture and communities</b></p>		

Using maps to describe a journey using different types of transport linked to the class texts. Explore the Chinese culture through celebration of Chinese Lunar New Year of the..... Making pancakes for pancake day with a range of healthy toppings

**Past and Present**

Explore some similarities and differences between things in the past and now through books, photos and images of old and new ways of travelling Begin to understand the past through images and stories about transport comment and contrast Explore different vehicles on surfaces and ramps. Children will be given the opportunity to conduct their own experiments both inside and outside the classroom

**Enrichment**

Chinese Lunar New Year Day.  
Dinosaur Dress Up Day

**Creative Development**

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations and explain what they have done. Transport pictures – collage, print using shapes Maps – adding details in drawings 3d vehicles Use of split pins for transport art Train songs Movement - like a train Small world play- transport focus – garages, trains buses Music loud and quiet, fast and slow.