



Literacy

- **Share** and **discuss** fiction and non-fiction books about Winter, Traditional Tales and Space.
- Learn the features of **traditional tales** and explore characters and settings.
- Learn to form lower case and capital letters correctly.
- Re-read books to develop fluency, **understanding** and **enjoyment**.
- Read an increasing number of exception words e.g. **my, said, you**.
- Continue to use **'blending skills'** to read words with taught letter sounds.
- **Write** words and simple sentences using known letter sounds.
- Begin to use a **capital letter** and **full stop** to demarcate a sentence.

Physical Development

- Explore different ways of moving a ball with our feet, including developing the skills of **kicking** and **dribbling**.
- Continue to develop and refine the **fundamental skills for movement**.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Form lower case and capital letters correctly.
- Continue to develop small motor skills e.g. **scissors, paintbrushes, using cutlery**.
- Develop **handwriting** using the correct formation of letters.

Communication and Language

- **Listen to and talk** about stories and non-fiction books to develop familiarity with new knowledge and vocabulary
- Learn and use **new vocabulary** in different contexts e.g. science specific vocabulary
- **Articulate ideas and thoughts** in well-formed sentences.

Expressive Arts and Design

- Explore **mixing colours**, tints and shades and learn about the work of Wassily Kandinsky
- **Design, make and decorate** a gingerbread biscuit
- Listen, move and respond to **music**.
- **Copy and clap** rhythms from nursery rhymes and action songs.

Foundation 2

2024- 2025

'Achieving Together'

Personal, Social and Emotional Development

- Continue to build constructive and **respectful relationships**, including understanding and respecting others' viewpoints.
- **Identify different feelings** and recognise some physical clues i.e. body or face.
- Understanding the difference between an **accident and on purpose**.
- Learn and use some **strategies for calming down**.
- Continue to develop and manage their own **personal hygiene**.
- Know and talk about factors that support their **health and well-being** e.g. healthy eating, exercise.

Mathematics

- Continue to develop understanding of the counting sequence
- Begin to identify missing parts for numbers within 5 (**composition**) and explore the structure of numbers beyond 5.
- Continue to subitise numbers within and beyond 5
- Order and sequence events using everyday language related to time i.e. **days of the week, months of the year, first, next, later, after**
- Name and describe **2D and 3D shapes**
- Recognise, continue and create **repeating patterns**

Understanding the World

- Retell the key events of the **Easter story**, know that Easter is an important time for Christians and know how it is celebrated
- Identify the features of **winter and spring**
- **Bidston Hill windmill visit** – our local area
- Explore how materials change when mixed or heated e.g. **making gingerbread**
- Begin to understand **Earth's position in space**.
- Understand that there are many other planets in our **Solar System**.