



Spring Term

Let's Explore!



Spring term: Let's Explore!



Suggested books

2-3 year olds	3-4 year olds	Reception
Polar bear, polar bear, what do you hear?- Eric Carle	Jack Frost - Kazuno Kohara Lost in the Snow - Linda Jennings	Here We Are - Oliver Jeffers
One Winter's Day- M. Christina Butler	One Snowy Night - Nick Butterworth Foxes in the Snow - Jonathan Emmett	Alien's Love Underpants - Claire Freedman
The Snowman- Raymond Briggs	Robin's Winter Song - Suzanne Barton Winter Dance - Marion Dane Bauer	The Way Back Home - Oliver Jeffers
Up, down and Around-Katherine Ayres	Winter Sleep - Sean Taylor Animals in Winter - Henrietta Bancroft	Eddie's Garden and How to Make Things Grow - Sarah Garland
Planting a Rainbow- Lois Ehlert	The Very Hungry Caterpillar - Eric Carle Bad Tempered Ladybird - Eric Carle	The Tiny Seed - Eric Carle
The little gardener- Jan Garderi	The Very Busy Spider - Eric Carle Mad about Minibeasts - Giles Andre and David Wojtowycz	Edward Goes Exploring - David Pace
The Very Hungry Caterpillar- Eric Carle	The Very Greedy Bee - Steve Smallman Rosie's Walk - Pat Hutchins	What Bug Am I? - Skye Wade
What the Ladybird Heard- Julia Donaldson	Oliver's Vegetables - Alison Bartlett and Vivian French Jasper's Beanstalk - Nick Butterworth	Rumble in the Jungle - Giles Andreae
	Acorn to Oak Tree - Camilla De La Bedoyere Seed to Sunflower - Camilla De La Bedoyere	Dear Dinosaur - Nicola O'Byrne

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Suggested vocabulary

2-3 year olds	3-4 year olds	Reception
Soft, Rough, Bumpy, Smooth	Winter, Cold, Frost	Winter, temperature, cold, freeze, ice, hibernation, dark, jumper, hat, scarf Explore, Bedford, road, December, January, February
Ice, Snow, Melt	Ice, Snow, Hibernate, Season	London, Queen, King, bus, landmark, culture, map, Earth, mountain, ocean, sea, island
Leaf, Flower, Grass, plant, seed	Robin, Fox, Hedgehog, Badger, Mole, Owl	Sun, sky, night, day, stars, moon, planets, space
Bug, wing, legs, insect, lifecycle	Icicles, Snowflake, Change	Rocket, astronauts, gravity, space station
Spring, flower, Easter, chick, lamb	Caterpillar, Butterfly, Egg, Leaf, Cocoon, Lifecycle, Chrysalis	Lanterns, dragons, China, mask, festival, new year Travel, postcard, flying, floating, sinking, vehicle
	Ladybird, Spin, Web, Spider	Route, left, right, north, south, east, west, birds eye view
	Antennae, Minibeast	Growing, garden, plants, petal, stem, leaf, flower, seed, soil,
	Pollen, Bees, Flower	Habitat, lifecycle, hatch, insect, environment, countryside, nature, farm
	Plant, Seeds, Grow	Jungle, Amazon rainforest,
	Spring, change, flower, lamb, chick, Easter, new life	Carnivore, herbivore, omnivore,
		Spring, season, March, April, May, June, weather, warm, showers
		Creator, Christian, Bible, Easter, Holy books, Holy building, symbol, God, religion



Communication and Language

2-3 year olds	3-4 year olds	Reception	Links to future learning
Listen to other people's talk with interest but can easily be distracted by other things.	Enjoy listening to longer stories and can remember much of what happens.	Learn new vocabulary	Children will continue to develop their vocabulary and will be able to apply words they learned in the early years to new words they learn throughout school.
Make themselves understood and can become frustrated when they cannot.	Pay attention to more than one thing at a time, which can be difficult.	Use new vocabulary through the day.	
Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.	Use a wider range of vocabulary	Ask questions to find out more and to check they understand what has been said to them.	Children will continue to explore stories, listen to texts and engage in non-fiction books to find out information.
	Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words 	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	
		Listen to and talk about stories to build familiarity and understanding.	Children will continue to be taught tier 2 and tier 3 vocabulary across the entire curriculum for the duration of their time in GGA.
		Use new vocabulary in different contexts	
		Engage in non-fiction books.	



Personal, Social and Emotional

2-3 year olds	3-4 year olds	Reception	Links to future learning
Look back as they walk away from their key person. Look for clues about how to respond to something interesting.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Identify and moderate their own feelings socially and emotionally.	<p>In PSHE, children will develop their understanding of what is and isn't bullying. They will listen and understand the importance of rules whilst thinking about theirs and others safety.</p> <p>Showing and learning about values continues throughout the school.</p> <p>Children will continue to be taught about a range of diverse role models.</p>
Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Show more confidence in new social situations		
Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.	Remember rules without needing an adult to remind them.		
Develop friendships with other children.	Develop appropriate ways of being assertive.		
	Talk with others to solve conflicts		



Physical Development

2-3 year olds	3-4 year olds	Reception	Links to future learning
Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Progress towards a more fluent style of moving, with developing control and grace.	In PE, children will learn to perform longer movement phrases and link these with confidence
Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Use large-muscle movements to wave flags and streamers, paint and make marks.	Combine different movements with ease and fluency.	Children will also learn a variety of basic gymnastic actions whilst showing control moving on from combining different movements in a fluent style.
Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Children will have opportunity to increase their ball skills and hand eye coordination in PE using a variety of balls whilst throwing, catching, kicking, passing, batting and aiming.
Explore different materials and tools.	Use one-handed tools and equipment, for example, making snips in paper with scissors.		In Art and DT children will continue to develop fine motor skills using scissors and other small tools to create.
	Show a preference for a dominant hand.		Children are expected to be using a cursive handwriting style by the end of Year 2.



Literacy

2-3 year olds	3-4 year olds	Reception	Links to future learning
<p>Say some of the words in songs and rhymes.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>In Year 1, children will continue with phonics to blend sounds in unfamiliar words as well as respond speedily to all 40+ graphemes.</p> <p>Children will learn to spell words containing alternative spellings.</p>
<p>Copy finger movements and other gestures.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Children in Year 1 will retell stories both orally and in writing.</p>
<p>Pay attention and respond to the pictures or the words.</p>		<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	
<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>			



Mathematics

2-3 year olds	3-4 year olds	Reception	Links to future learning
React to changes of amount in a group of up to three items.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Link the number symbol (numeral) with its cardinal number value.	<p>In maths, children will learn to order numbers as well as compare groups. They will learn to say one more and one less than a given number and continue to develop their knowledge of number bonds.</p> <p>Children will compare length, weight and capacity whilst using non standard units of measure.</p> <p>In Year 1, children will use directional words and look at routes when using beebots in computing. They will also use positional language in maths and in their writing.</p>
Compare amounts, saying 'lots', 'more' or 'same'.	Recite numbers past 5.	Compare numbers	
Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Say one number for each item in order: 1,2,3,4,5.	Understand the 'one more than/one less than' relationship between consecutive numbers.	
Notice patterns and arrange things in patterns.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Explore the composition of numbers to 10.	
	Describe a familiar route.	Compare length, weight and capacity.	
	Discuss routes and locations, using words like 'in front of' and 'behind'.		
	Make comparisons between objects relating to size, length, weight and capacity		



Understanding the World

2-3 year olds	3-4 year olds	Reception	Links to future learning
Repeat actions that have an effect.	Use all their senses in hands-on exploration of natural materials.	Draw information from a simple map.	<p>In Computing, children will use directional words that have been taught in reception when exploring algorithms using Beebots. They will also apply the terms left and right when using a mouse.</p> <p>In Geography, children will further develop their knowledge of weather during their topic Weather Experts building on the knowledge gained of the natural world around them. Children will be taught how to locate landmarks on a map and how to collect simple data. They will also explore continents and major cities.</p> <p>In Science, children will describe and compare both natural and manmade materials. They will also be taught to identify and name a variety of wild and garden plants (including trees). Children will learn about a variety of animals including amphibians. Further classifying and describing animals they have experienced in EYFS.</p> <p>In Year 2 children will learn about space in science.</p>
Explore materials with different properties.	Explore collections of materials with similar and/or different properties.	Recognise that people have different beliefs and celebrate special times in different ways.	
Explore natural materials, indoors and outside.	Talk about what they see, using a wide vocabulary	Recognise some similarities and differences between life in this country and life in other countries.	
Explore and respond to different natural phenomena in their setting and on trips.	Explore how things work.	Explore the natural world around them.	
	Plant seeds and care for growing plants	Describe what they see, hear and feel whilst outside.	
	Understand the key features of the life cycle of a plant and an animal.	Recognise some environments that are different from the one in which they live.	
	Begin to understand the need to respect and care for the natural environment and all living things.		
	Explore and talk about different forces they can feel.		
	Talk about the differences between materials and changes they notice.		
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		



Expressive Art and Design

2-3 year olds	3-4 year olds	Reception	Links to future learning
<p>Explore a range of sound makers and instruments and play them in different ways.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>In Art and DT children will develop their fine motor skills to carve, pinch, roll and make simple joins. They will explore colour, form, shape and line whilst refining their work and reflecting on what they have done. Children will further explore colour mixing to understand primary and secondary colours.</p> <p>In music, children will experience recording and performing their own compositions. They will also develop the knowledge of how to play a steady beat as well how they can represent familiar sounds.</p> <p>In Science, children will further their knowledge of body parts and their senses.</p>
<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>	
<p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>Explore colour and colour mixing.</p>		
<p>Explore different materials, using all their senses to investigate them.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>		
<p>Manipulate and play with different materials.</p>			