

### Prime Area: Personal, Social and Emotional Development

To understand that I need to exercise to keep my body healthy.

To understand how moving and resting are good for my body.

To know which foods are healthy and not so healthy and can make healthy eating choices.

To know how to help myself go to sleep and understand why sleep is good for me.

To wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.

To know what a stranger is and how to stay safe if a stranger approaches me.

### Specific Area: Literacy

To consolidate phase 3 phonics.

To read words and simple sentences.

To write our own names, labels and captions.

To attempt to write simple sentences - speech bubbles, story boards, stories, postcards.

To write out the onomatopoeic sounds animals make and decorate them like the animal.



Sunflower Class

Spring Term 2

### Prime Area: Communication and Language

To listen to Dear Zoo.

To verbally sequence the events in Dear Zoo through story mapping and stepping.

To tell the story Dear Zoo.

To create roles and experiences through the use of role play, introducing storylines or narratives.

To discuss animal's features and compare them to humans.

### Specific Area: Mathematics

To compare groups up to 10.

To combine 2 groups to find the whole.

To learn number bonds to 10 using a 10 frame and part-whole model.

To name and describe 2d and 3d shapes.

### Specific Area: Understanding the World

To begin to understand why animals are kept in zoos

To know that there are wild and domestic animals

To find out about animal habitats and camouflage.

To learn about and celebrate Mother's Day and Easter.

### Specific Area: Expressive Arts and Design

To sing songs linked to animals and join in with actions.

To use instruments to represent animal sounds and movements

To explore and create animal patterns.

To paint pictures of farm animals.

To make lion masks

### Prime Area: Physical Development

To use a correct pencil grip and gaining control with mark making implements.

To continue to develop fine motor skills through the use of finger gym activities.

To take part in athletic activities including throwing, catching, jumping and running.