

## FS1 Spring 2

### Personal, Social & Emotional Development

- To select and use resources within the classroom environment
- To make simple negotiations and compromises
- To share and take turns with others
- To identify and talk about feelings
- To follow rules with a reminder if needed
- To maintain focus and attention during a self-chosen activity

### Communication and Language

- To be able to use 4 – 6 words in sentences
- To begin to use past and future tenses
- To understand 'why' and 'how' questions.
- To be able to select a book and give reasons for their choice
- To use talk to organize themselves and their play
- To engage with songs, rhymes and books

### Physical Development

- To go up and down stairs and equipment using alternate feet
- To use cutlery appropriately
- To pour milk into a beaker without spilling
- To begin to show a preference for a dominant hand
- To show an interest in, and some general control over, a pencil and small tools

## Come Outside

### Literacy

- To hold a book correctly, turn pages from front to back and recognize front and back covers
- To join in with nursery rhymes and songs
- To suggest how a story might end
- To follow Phase 1 phonics
- To give meaning to the marks they make
- To write their name copying it from a name card
- To write their name from memory
- To be aware that writing communicates meaning

### Expressive Arts and Design

- To draw with increasing complexity
- To begin to talk about their work
- To make imaginative and complex small worlds with blocks and construction kits
- To explore a range of rhythm and rhyme through nursery rhymes
- To enjoy joining in with dancing and singing activities
- To play instruments with increasing control to express feelings and ideas

### Understanding the World

- To know what a plant needs to live
- To know how to look after their immediate environment and why it is important
- To grow and look after plants
- To name the basic parts of a plant
- To observe, name and draw the key features of a plant

### Mathematics

- To recite numbers to 5 and beyond
- To be able to say one number for each item
- To use the language of quantities eg who has more
- To use the names of common 2D and 3D shapes
- To use the vocabulary of measures and make comparisons
- To experiment with symbols and marks to represent numbers
- To identify patterns within their environment