

#### **Communication and Language**

Through role play, visits and stories we will be learning about different careers. We will be learning new vocabulary linked to our topics and using them in our talk. We will continue to learn new rhymes, poems and songs.

# Personal, Social and Emotional Development

We will be celebrating what makes us unique. Understanding that is it the similarities and differences between ourselves that make us all special. We will be learning about people who help us and the different roles they do.

#### **Physical Development**

We will be exploring the effect exercise has on our body - feeling our pulse and noticing our breath. We will be developing our co-ordination moving our arms at the same time as our legs. In class we will continue to develop our fine motor skills using a range of tools and equipment.

## **Understanding the World**

We will be finding out about people who help us, understanding the different roles they do. We will be noticing the changes that occur in the natural world when winter turns to spring. We will be widening our understanding of the world beginning to look at the different continents of the world.

### Literacy

We will be continuing to use Read, Write Inc. to learn new sounds and blend sounds together to read words. We will be writing labels, captions and sentences linked to what we have seen or read. We will be reading a variety of fiction and non-fiction texts based on people who help us, answering questions to develop our comprehension skills.

#### **Mathematics**

We will be exploring with number ensuring that we recognise the different ways a number can be represented both on paper and with manipulatives. We will be looking at measures. Using and understanding different vocabulary linked to this.

# **Expressive Arts and Design**

We will be exploring with a range of materials, tools and techniques to create art pieces inspired by spring. We will be using different joining techniques to make models linked to the topic people who help us.