

Personal, Social and Emotional Development

PSED Scheme: Keeping Safe.

It is of the utmost importance that your child feels happy, confident and safe in our school. The children will continue to be supported to develop and expand their relationships with children and adults within the class and the wider school community.

Within circle time, and as situations arise during play, we will talk about feelings, fairness and being kind, reinforcing our behavioural expectations and the reasons for these.

We will continue to nurture a 'Growth Mindset' within our children, to prepare them for effective and enjoyable lifelong learning and to protect their emotional well-being by becoming more resilient when faced with problems and change. We will support your child to actively seek a challenge, persevere when things are tricky, reflect on and learn from mistakes, rather than fearing failure, and value feedback from others.

CURRICULUM

Self-Regulation

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Building Relationships

Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Throughout the whole year children will:

Develop a love of books, stories and reading through story time, guided reading and home reading.

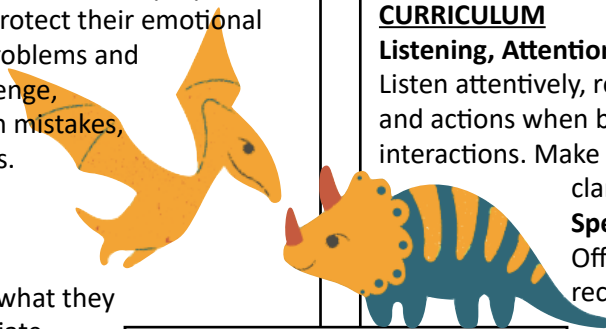
Possible Focused Texts

Fiction: Dinosaurs Galore, Sam and Dave Dig a Hole, The Dinosaur That Pooped a Planet.

Non-Fiction: The Big Book of Dinosaurs, Big and Scary, Mary Anning (Little People, Big Dreams).

Poetry Basket concludes with weekly 'Performance Friday'

Spring Wind, I Want To Be A Dinosaur, I'm A T-Rex,
Triceratops, Oh Dinosaur.



DINOSAURS

Communication and language

Our dinosaurs theme is abundant with opportunities for the children to learn new words. There will be frequent reading of high quality non/fiction texts about dinosaurs, developing listening skills and expanding their vocabulary for speaking and writing. Engaging in speaking and listening focus group activities, such as dinosaur small world resources will be provided to support this.

Role Play - Home Area: Taking care of the class cat.

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Listening, Attention and Understanding

Listen attentively, responding to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.

Mathematics

Discussing and exploring 2D and 3D shapes, using informal and mathematical language. Selecting shapes appropriately. Combining shapes to make new ones. Understanding the 'one more than/one less than' relationship between consecutive numbers. Exploring the composition of numbers to 10.

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Numbers

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Numerical Patterns

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Shape, Space and Measures

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Compare length, weight and capacity.



**EARLY YEARS
SPRING TERM 2
2026**



Understanding the World

This term the children will explore the awe and wonder of the world of the dinosaurs! They will be finding out how long ago dinosaurs lived. They will investigate what life was like at this time and will begin to know the names of dinosaurs. They will sort dinosaurs in different ways, looking at similarities and differences between them, comparing and contrasting features as well as finding out interesting facts.

They will learn about the role of a palaeontologist, as well as fossils, skeletons and dinosaur diets. They will also make their own salt dough fossils..

Science

Observing closely, using simple equipment

Identifying and classifying

Identify and name a variety of common animals that are carnivores, herbivores, and omnivores

Identify and name a variety of common animals

Understand the differences between things that are living and things that have never been alive

Group living things according to observable similarities and differences

Weekly Investigations

Bouncy ball (egg), daredevil egg, eggstraordinary, dino hatch egg.

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The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Past and Present

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

People, Culture and Communities

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Celebrations - Easter.

Literacy

As the children continue to develop their phonics and writing skills, there will be an increasing focus on providing opportunities to write, both in adult-led activities and in 'child initiated' time. The children will be inspired by high quality dinosaur themed literature and dinosaur small world scenes, all to promote the use of story-telling and high level vocabulary. The children will write their own exciting dinosaur adventure, using the structure of 'Katie and the Dinosaurs', a story about a child going back in time to meet real dinosaurs, after venturing through a magic door at the museum. The children will also pretend to be dinosaurs and write letters to Max, a character in 'Dear Dinosaur'. The children will also write facts about dinosaurs for others to guess in 'what am I?'

Daily phonics sessions - **Phase 3** - oo (long and short), igh, ar, ur, er

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Writing

Spell words by identifying the sounds and representing the sound with letter/s.

Word Reading

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Physical Development

Continuing to develop gross motor skills. Improving fine motor skills by using a range of tools safely and confidently. Developing a more fluent style of moving. Practising letter formation. Enhancing their body-strength, balance, co-ordination, and agility. Movement for Learning and PE sessions.

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Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping, climbing.

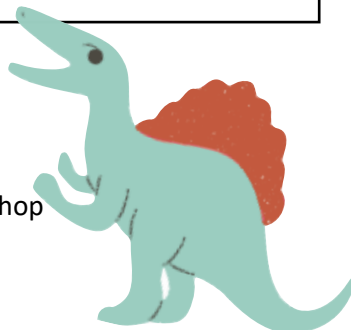
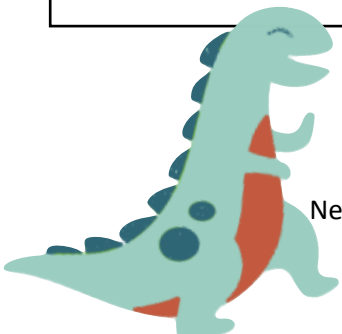
Fine Motor Skills

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

ENRICHMENT

New Walk Museum - Dinosaur Workshop



RE

Unit F3 - Why do Christians put a cross in the Easter garden?

This unit looks at what the Bible says about the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection.



The Easter narratives in each of the four Gospels in the Bible are made up of a number of stories, which cover the period from Jesus' triumphal entry into Jerusalem to the encounters the disciples had with the risen Jesus. The different accounts contain some elements that are the same, and some that differ.

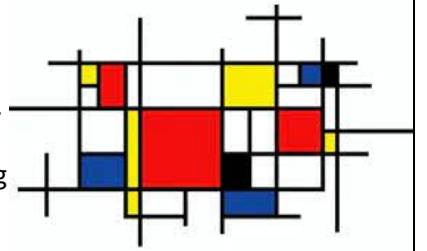
Palm Sunday commemorates Jesus' entry into Jerusalem and is the start of Holy Week, when stories of what Jesus did in the last week of his earthly life are told and re-enacted in churches. Palm leaves or palm crosses are often distributed to worshippers.

Expressive Arts and Design

Exploring, using, and refining a variety of artistic effects. Building upon previous learning. Creating collaboratively, sharing ideas, resources, and skills. Listening, moving, and talking about music.

Engaging in music making and dancing. Developing storylines in pretend play. Children will continue with their weekly observational art sessions.

Artist of the term - Piet Mondrian



CURRICULUM

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Being Imaginative and Expressive

Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.

Develop storylines in their pretend play.

