

History Castles

F2 To begin to explore resources through play

- They begin to show interest in people, events and objects
- They cooperate with shared exploration and supported participation with small world play linked to castles
- They actively explore objects linked to castles

Art and Design

British Artists

F3 Develop awareness of patterns and pictures

- Briefly observes contrasting large shape patterns
- Attention is caught by pattern

DT- Afternoon Tea Party

F2 To use a range of equipment

- Handles a range of equipment's with assistance (cutlery, rolling pin, cutters etc)
- Take part in an afternoon tea party

Science Sound

F1 To manipulate materials to cause an effect

- Experiences a variety of movements (clapping hands, patting head etc)
- Uses handle or string to pull an object to make a sound
- Pulls a drawer to open it and pushes to close it to make sounds

RE Easter New Life

F3 To begin to explore religious artefacts

- Pupils explore materials in different ways linked to new life
- Pupils actively explore objects and events for more extended periods.

Brilliant Britain Foundations Spring 2



Computing We can take turns

- F8 Reaches towards a computer screen
- F2 Reaches for switch (with or without activation)

PSHE My World and the Wider World

Linked to well-being award

F1/F2

- Connect- Go on a Easter egg hunt
- Be active- Play instruments in a band
- Keep Learning- Follow instructions to build a castle
- Give- Tea party with friends
- Take Notice- To recognise who lives in a castle

Music

**Charanga: Introducing instruments
Can you hear the rain?**

- Stills / animates to sounds of a rain stick
- Works coactively
- Works independently
- Passes on a rain stick

PE

Games

F1 Is beginning to manipulate objects in a variety of ways

- Holds a ball for a few seconds
- Rolls a ball in imitation
- Associates two pieces of equipment e.g. ramp and ball

Educational Visits

Bus drive linked to our book 'You Can't take an elephant on the bus'

English

- Books this term: You can't take an elephant on a bus, The tiger who came to tea, Busy London, In my Castle, There's a dragon in my book and The Easter picnic.

Reading

- F6 Attends to physical sensory input related to story or rhyme
- F6 Attends to audible sensory input related to story or rhyme

Writing - Be exposed to writing tools

- F12 - Shows awareness of mark making equipment
- F12 - Tolerate using mark making equipment
- F12 - Use a drawing tool with assistance
- F12 - Use a range of drawing tools
- F12 - Make marks on paper

Maths

Number - Exposure to numbers

- F2 - Has opportunities to hear numbers and counting
- F2 - With assistance participates in number rhymes
- F2 - Attempts to do action rhymes
- F2 - Seeks assistance to do an action rhyme
- F2 - Takes part in action rhymes

Shape - Experiences a range of objects with different textures and shapes

- F1 - Touches a range of shapes with assistance
- F1 - Touches corners with assistance
- F1 - Touches edges with assistance
- F1 - Rubs surfaces with hand