

Physical Development

Children will continue to develop their control and co-ordination in large and small movements.

- Make models e.g. emergency vehicles
- Develop our fine motor skills doing things like painting using brushes, chalking, picking up small objects with tweezers, cutting carefully with scissors, threading and joining paper with split pins or staples.
- Use tools safely and with increasing control.
- Practise forming our letters, so they are small and smart; trying to sit our writing on the lines.
- Explore moving moving in different ways and making shapes high, low, over and under apparatus.
- Understand why we need space and control; adjusting speed and direction when moving.
- Explore moving with a ball using our feet; developing our dribbling and kicking skills.

Please make sure your child wears their PE kit to school on Tuesdays and Wednesdays.

Colder Weather

Please make sure that your child has a **coat** at school to wear during outdoor sessions. If your child has some, wellies are ideal for wet outdoor play. Please ensure all items are named.

Celebration

Hard work, effort and achievement is celebrated in assembly each Friday where we award stars of the week and celebrate those who have earned a golden ticket for reading at home 4 times each week.
Please continue to complete the 'WOW!" slips to celebrate the achievements that your child makes outside school. Let us know if you need any more.

Home learning



We change your child's reading book Monday, Wednesday Friday and we hope that you can find a little time each day to share their books with them. Re-reading books increases fluency, confidence and enables you to talk with your child about what they have read. Your support really does make a difference. We will also be sending home the next set of tricky words to practise reading. You may even challenge your child to write them; ***you are all they my her***. We will continue our phonic lessons daily and will be learning the letters and sounds ***ch sh th/th ng ai ee igh oa oo/oo ar or ur ow oi er nk ure air ear***. Home link books will continue to be sent home each Friday for you to have fun practising these sounds together.

The children are the 'Boss' of their own learning and may have other ideas, based on their interests. We are, therefore, flexible in our planning to meet your child's needs and to personalise their learning. Please feel free to add any more ideas as our topic progresses.

Ducklings Class

Spring Term 2026
1st Half



During the first half of the Spring Term our topic is

Fire! Fire!
People who help us.



Literacy/Phonics

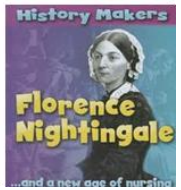


- Link sounds to letters, **naming** and sounding letters of the alphabet.
- Practise our robot talking (segmenting) to spell and blending to read.
- Learn 2/3 letter sounds ch sh th ng ai ee igh oa oo ar or er ur oi ow nk ear air ure and use these as we begin to read and write captions and simple sentences.
- Put finger spaces between words so that we, and others, can read our writing.
- Share non-fiction books and identify features; heading, labels, captions, photographs, index, page numbers.
- Suggest questions, and with help, use search engines to find out facts and information.
- **Read** the high frequency words: will with this that then them for see too look now down.
- **Read** the tricky words: you are all my they her.
- **Spell** the tricky words: me be she he we was
- Continue a rhyming string; cat, hat, mat…..

Maths

- Subitise amounts; saying how many without counting. How many can you see? How do you see it? (5 as a 4 and 1 **or** 3 and two more) (4 as 2 and 2 **or** 3 and 1 more)
- Represent amounts, recognise and order numerals to 8
- Find 1 more and 1 less than a number to 8.
- Composition of numbers to 8 e.g. 4 add 4 make 8.
- Comparing numbers to 8 using the words more, fewer, same amount/equal to.
- Making pairs – exploring odd and even
- Adding groups together (counting altogether, counting on from the biggest number, known number facts)
- Find and make doubles up to 8
- Find hidden amounts (there are 6 altogether. I have 4. How many do you have?)
- Comparing mass; heavier than/lighter than/equal to
- Comparing volume; full/empty/half full
- Investigating capacity – how many fit inside? Which container holds more? How do you know?
- Comparing height; taller than/shorter than
- Comparing length; longer than/shorter than.
- Know the days of the week in sequence and say which day was yesterday, is today, will be tomorrow.

Understanding the World



- Find out about Florence Nightingale; a famous nurse and Grace Darling; a heroine who had the same values as the RNLI
- Explore ice and see how it changes
- Experience and understand the effect of winter on the natural world around them.
- Explore the question, 'How do people celebrate?'
- Understand that people of different faiths have different celebrations.
- Listen with enjoyment to stories from different communities and traditions such as Hannukah, Diwali, Eid.
- Talk to fire fighters, police, vets, coastguard, lifeboat volunteers, dentists, nurses and find out about their jobs in our community.
- Name body parts; lungs, heart, brain, skull, spine, ribs skeleton.
- Identify and name materials; wood, metal, plastic glass, paper, fabric
- Explore, describe and sort materials developing vocabulary; hard, soft, smooth, rough, transparent, plastic, wood, metal, glass, bendy/not bendy, shiny/not shiny stretchy, waterproof/ not waterproof, reflective.
- Learn to receive and give instructions; understanding that an algorithm is a set of instructions to carry out a task, in a specific order.

Expressive Arts and Design

- Find the beat through musical body movement.
- Children learn to recognise and react to different tempos in music
- Exploring tempo and pitch through dance.
- Sing and perform action songs.
- Use a variety of media to create pictures and construct models.
- Develop storylines; role playing different emergency scenarios.

Personal Social Emotional Development

- Talk about how to keep our bodies healthy and safe; regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- Understand how to stay safe around medicines.
- Know how to stay safe in our home, classroom and outside.
- Know age-appropriate ways to stay safe online.
- Name adults in our lives and those in their community who keep us safe.



- Think about the jobs that we would like to do when we grow up.
- Describe ourselves positively and talk about our abilities.
- Set our own goals and persevere to achieve them.

Communication and language

- Listen attentively
- Use the time words first, next, then, finally/last to sequence events.
- Use the conjunctions and but because to extend our sentences
- Make comments about what we have heard and ask questions to clarify our understanding;
- Respond to 'why' questions; explaining why things might happen in response to stories or events.
- Extend our vocabulary with words like; lungs, heart, brain, skull, spine, ribs, skeleton, medicine, prescription, paramedic, stethoscope, patient, rescue, thermometer, syringe, wood, metal, plastic glass, paper, hard, soft, smooth, rough, transparent, plastic, wood, metal, glass, bendy/not bendy, shiny/not shiny, stretchy and waterproof/ not waterproof, reflective. … and use these in our play.