



FS2 - Spring 1

Our main topic this half term is

Long Ago

We will be learning about our history and how we changed from when we were babies. We will learn about our family history and heritage and find out what life was like when our grandparents were children. We will learn about what it was like to go to school in the past and how everyday objects, such as clothes, toys and vehicles have changed.

Sticky Knowledge

- The past is made of events that have already happened.
- Memories are things we remember from the past.
- Your history is all the events that have happened in your life.
- A timeline shows the order in which events happened.
- Your grandparents are your parents' parents.
- All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.
- History is the study of life in the past.
- Historians and archaeologists are people who find out about life long ago.
- A timeline shows the order in which events happened.
- Everyday objects, like clothes, vehicles and toys tell us about the past. They also change over time.

Books we will be reading:

Rosie's Hat - Julia Donaldson
Coming to England - Floella Benjamin
Major Glad, Major Dizzy - Jan Oke
The Emperors New Clothes

Supporting your child at home

- Look at photographs of the children as babies and discuss how they have grown and changed.
- Look at family photographs so the children can see family members when they were children.
- Talk about what your life was like when you were a child.

Maths

- Recognise 0.
- Count up to 5 objects.
- Subitise (recognise without counting) groups of objects to 5.
- Represent amounts 0 to 5.
- Find one more than numbers to 5.
- Find one less than numbers to 5.
- Make numbers to 5 in different ways.

Literacy

- Talk about the pictures in storybooks and use them to discuss how characters might be feeling.
- Talk about stories and make connections with events in their own lives or other familiar stories.
- Fairy tales are old stories that have been told to children for hundreds of years.
- During small group, class and 1:1 discussions, ask questions to understand what has been said.
- Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.
- Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play.
- Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.
- Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.
- Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Physical Development

- Copy, repeat and explore actions in response to a theme.
- Explore and remember actions considering level, shape and direction.
- Explore movement using a prop with control and co-ordination.
- Move with control and co-ordination, expressing ideas through movement.
- Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.



FS2 - Spring 1

Our main topic this half term is

Stories and Rhymes

We will be introduced to the wonderful world of stories and nursery rhymes. We will listen to and learn a range of traditional tales and nursery rhymes and work creatively to solve problems for the characters we meet.

Sticky Knowledge

- A story teller is a person who tells or makes up stories.
- Telling an adult your ideas can help you to put your thoughts in order before you write.
- A caption is a short piece of text that describes a picture.
- A sentence is a group of words that are connected to each other to make sense.
- You can use the words you learn in books to help you explain why things happen.
- Non-fiction is a text or book about real facts, people and events.
- New words can be understood by using them in new situations.
- A rhyme is a word that has the same last sound as another word.
- A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader.
- When two colours mix together they make a new colour.

Books we will be reading:

Each Peach Pear Plum by Janet and Allan Ahlberg
The Smartest Giant in Town by Julia Donaldson
The Gingerbread Man
Nursery Rhymes

Supporting your child at home

- Share a wide range of stories and retell favourite stories using repeated phrases.
- Sing nursery rhymes and songs.
- Talk about favourite stories and story characters.

Physical Development

- Remember and repeat actions moving in time with the music.
- Explore actions in response to a theme and begin to use counts.
- Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
- Use a range of small tools, including scissors, paint brushes and cutlery.

Maths

- Compare the mass of objects.
- Find heavier/lighter objects.
- Use the cubes to find the mass of objects.
- Explore capacity and investigate the capacity of different containers.
- Compare capacities and explain which container holds the greatest/least amount.

Literacy

- Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary.
- Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.
- Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.
- Identify and suggest rhymes and join in with rhyme, rhythm and alliteration activities.
- Have favourite stories that they enjoy listening to.
- Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.
- Use talking to support the writing process, saying words, captions and sentences aloud before writing.
- Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.

Phonics

This term your child will be learning the Phase 3 phonemes.

ai in rain

ee in see

igh in light and night

oa in boat or coat

oo the short sound in book and look

oo the long sound in zoo and moon or in fork

ur in fur and burn

ow in cow

oi in boil

ear in hear and beard

air in hair

er in tower

This term your child will be learning the tricky words.

was, you, your, they, my, by, all, are, sure, pure