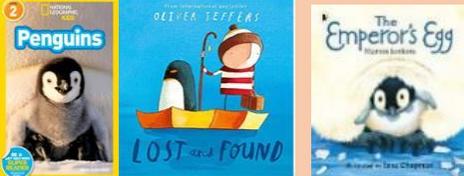


Spring 1 -

<p>Themes, interests, possible lines of enquiry</p>	<p>Winter</p> 	<p>Antarticia</p> 	<p>Friendship/Feelings</p> 	<p>Lunar New Year</p>  <p>February 10th</p>	<p>Children's Mental Health Week</p>  <p>February 5th – 11th</p>	<p>Valentine's Day</p> 
<p>Suggested Texts</p>	<p>Themed Books</p>  <p>The collage includes book covers for: 'Here Comes Jack Frost', 'Say Hello to the Snowy Animals!', 'One Snowy Night', 'Be Brave Little Penguin', 'Henry's Holiday', 'The Rainbow Bear', 'The Boy, the Ark, the Fox and the Horse', 'Big Feelings', 'The Tell-me Tree', 'Alisha Aali's Elephant', 'Making Friends', 'Poles Apart', 'The Smeds and the Smoos', 'Ruby's Chinese New Year', 'The Perfect Fit', 'Dragon Dance', 'Chinese New Year', and 'A Book of Love'.</p>					
<p>Spring 1 Literacy texts</p>	 <p>The literacy texts are 'Penguins', 'Lost and Found', and 'The Emperor's Egg'.</p>					

Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year
<p>Communication and Language</p>	<p>Listening: Listen attentively in a range of situations and know how to listen carefully e.g., know that it is important to look at who is talking to them and think about what they are saying.</p> <p>Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>Respond: Know how to make a prediction about what might happen next or story endings in response to texts read. Engage in non-fiction books. Know that events in a story can link to their own experiences. Introduce a storyline into their play.</p> <p>Understanding: Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Speaking: Know how to use talk to pretend objects stand for something else in play. Begin to know the past tense of verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>
<p>Personal, Social and Emotional Development</p>	<p>Express feelings: Show pride in achievements by showing work to others. <i>Know how to use the 'take 5' breathing exercise to help with big feelings.</i></p> <p>Manage behaviour: Know the behavioural expectations of the setting.</p> <p>Self-awareness: Take pride in themselves, work, and achievements. Begin to explain knowledge of right choices and wrong choices and try to behave accordingly.</p> <p>Independence: Know how to independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Know some foods that are healthy and unhealthy foods.</p> <p>Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Know what being kind and considerate to others looks like.</p> <p>Social skills: Seek others to share activities and experiences.</p> <p>Jigsaw Theme – Dreams and Goals Covering: Challenges, Perseverance, Goal setting, Overcoming Obstacles, seeking help, Jobs, Achieving goals. Books used –</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>



Physical Development

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Get set for PE

Dance

- Physical- Travelling, copying and performing actions and co-ordination
- Social- Respect, co-operating with others
- Emotional- Working independently, confidence
- Thinking- Counting, observing and providing feedback, selecting and applying actions

Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Literacy

COMPREHENSION

- Know how to use picture clues to help read a simple text.
- Know how to make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.
- Show understanding of some words and phrases in a story that is read aloud to them.
- Know how to express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).

Daily questioning to develop comprehension skills.

WORD READING

- Know individual letters by saying the sounds for them.
- Know how to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Know a few common exception words matched to the school's phonic programme.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

	<p>WRITING</p> <p>Emergent writing: Know how to use appropriate letters for initial sounds.</p> <p>Composition: Know how to orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Know how to spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Know that writing is from left to right and top to bottom. Begin to form recognisable letters.</p>		<p>Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.</p>
<p>Phonics</p>	<p>Set 1 Consolidate skills as in Autumn 2. Know digraphs (special friends) -ck + consonant endings - ff, ll, ss Know red words - the, to, and, no, go, I, into, of, has, his, as Know how to blend and segment known sounds for reading and spelling VC, CVC, CVCC Know the set 1 digraphs (special friends) – sh, th, ch, ng, nk and qu</p>		<p>Continue to revisit all taught sounds daily and practice sound discrimination.</p>
<p>Mathematics</p>	<p>Coverage- NCETM number blocks used/Maths Mastery</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 5, five wise</p> <p>Comparing Mass</p> <p>Comparing Capacity</p>	<p>Ongoing Guidance</p> <p>Ongoing opportunities to explore and apply the understanding of ‘nothing there’ or ‘all gone’ - the number name zero and the numeral 0 used to represent this idea.</p> <p>Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations.</p> <p>Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5.</p> <p>Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception than the bigger item is the heaviest.</p> <p>Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.</p>	

	<p>Making pairs</p>	<p>Begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner. Use Snap or memory games.</p>
	<p>Combining two groups</p>	<p>Use real objects to combine and see how many altogether. Encourage subitising skills.</p>
	<p>Length, height</p>	<p>Make direct comparisons. Encourage mathematical vocab relating to length – longer, shorter. To height – taller, shorter and breadth – wider, narrower. Make indirect comparisons using objects to measure items e.g., cubes or blocks.</p>
	<p>Time</p>	<p>Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.</p>
<p>Understanding the World</p>	<p>Ongoing skills: Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Observation: Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p> <p>Causation: Know how to observe and describe things that have changed and stayed the same during their life. Comparing seasons, objects, animals, and people using vocabulary of change.</p> <p>Impact: Know how to identify features of growth and change. Know how to say why things happen and give explanations</p> <p>Chronology: Know how to visually represent their own day on a simple timeline. (Correspond with number 7 work, days of the week) Know how to use the language of time. Know how to put events in order.</p> <p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. <i>Recognise some environments that are different to the one in which they live e.g., Antarctica.</i></p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	
<p>Expressive Arts and Design</p>	<p>Mark Making/Drawing: Skill: know how to show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make 2D collages and make an I-brace join</p>	<p><u>Ongoing</u> Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p>

Colour:
Skill: to be able to mix primary colours to make secondary colours using poster paint
Painting:
Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.
Printing:
Skill: printing with natural objects/food e.g., leaves, pine cones.
Materials:
Knowledge: understand the purpose of different textiles/materials. e.g., winter clothing.
3D Work:
Skill: creating work to celebrate special days e.g., decorations (paper chains, bunting) for lunar new year, valentine's Day.
Cutting Skills:
Cutting skill: use scissors to cut curved lines.
Artist Study:
Henry Matisse – children will explore and make art in his style using bright colours and collage

Explore and engage in music making and dance, performing solo or in groups.
Uses available resources to create props or creates imaginary ones to support play.
Develop storylines through small-world or role-play