

Personal, Social & Emotional

Rights and Respect/ Keeping Safe

Follow rules and understand why they are important

Understand what's safe to go onto our bodies

Understand what's safe to go into our bodies

Continue to build on our understanding of how others are feeling (link to key texts)

Communication, Language & Literacy

Learn and use new vocabulary

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

Learning rhymes (linked to Giraffe's Can't Dance story)

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Physical Development

Skip, hop, stand on one leg and hold a pose for a game like musical statues (at our class party)

Daily fine and gross motor skills sessions

Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing (within PE sessions)

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (focus of pencils for drawing and writing, paintbrushes, and scissors)

Literacy

Read individual letters by saying the sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

Name writing

Handwriting to form letters correctly (both upper and lower case)

Spell words by identifying the sounds and then writing the sound with letter/s

Write short sentences with words with known sound-letter correspondences

Key Experiences this half term:

Having tea with a tiger

Chinese new year – food tasting

Winter walk with hot chocolate

Mathematics

Numberblocks will be used daily as a launchpad for the focus learning within the session

Pattern

Number 6- Counting (1 to 6); subitising (dice patterns)

Number 7- 7 is more than 6; counting (1 to 7)

Number 8- Counting (1 to 8); 8 is one more than 7; subitising (8)

Number 9- Counting (1 to 9); the structure of square numbers (4 and 9); partitioning and combining 9

Number 10- Counting (1 to 10); 10 ones are equivalent to one 10

ANIMAL EXPLORERS

Spring 1

Key texts to inspire us:

The Great Race (Chinese New Year) by Emily Hiles, Lost and Found by Oliver Jeffers, Giraffes Can't Dance by Giles Andreae, The Tiger Who Came to Tea by Judith Kerr, Monkey Puzzle by Julia Donaldson

Some of our Key Vocabulary:

Special, Christians, Hindu, England, Polar Regions (Arctic, Antarctic) same, different, world, seasons, change, winter, explorer, melt, solid, liquid, respect, rules, safe, unsafe,



Expressive Arts & Design

Draw with increasing complexity and detail (observational drawing- penguin toys)

Watch and talk about dance and performance art, expressing their feelings and responses (linked to Chinese New Year)

Develop storylines in their pretend play (role play igloo/ Chinese restaurant)

Create collaboratively, sharing ideas, resources and skills. (Large dragon for Chinese new year dancing)

Explore colour and colour mixing

Explore, use and refine a variety of artistic effects to express their ideas and feelings (ice painting)

Plans are subject to change based on the needs and interested of the children, however, all skills from subject specific progression documents will be covered

Communication is a key focus throughout every area of development