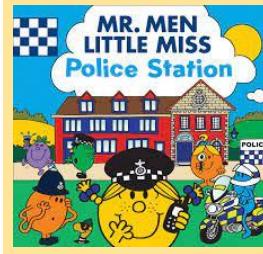
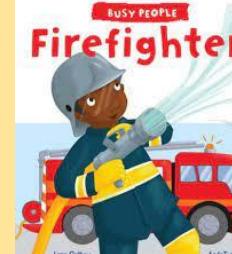
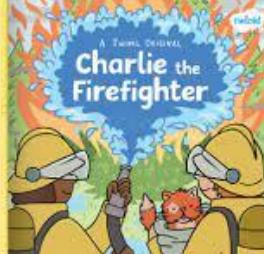
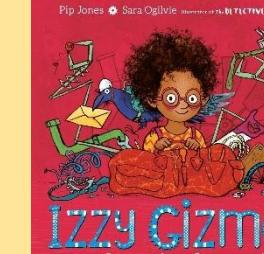
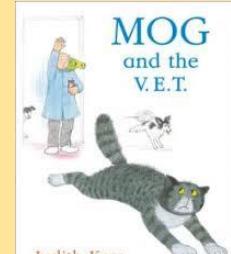
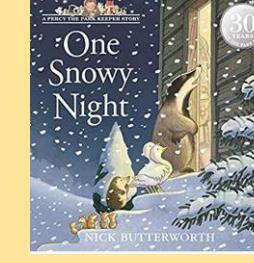
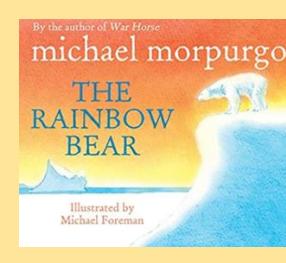
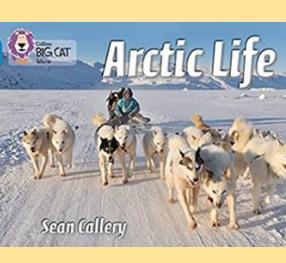
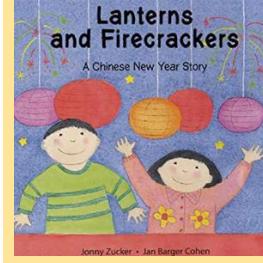
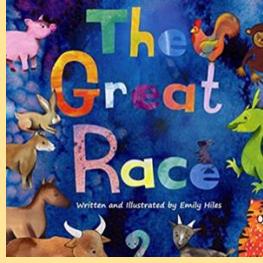
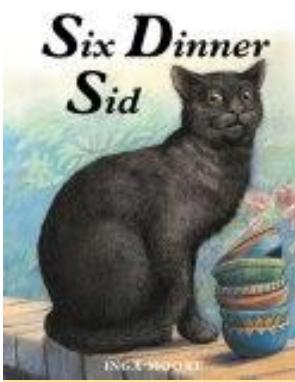
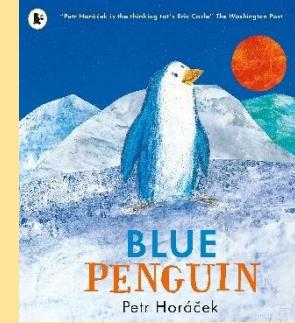
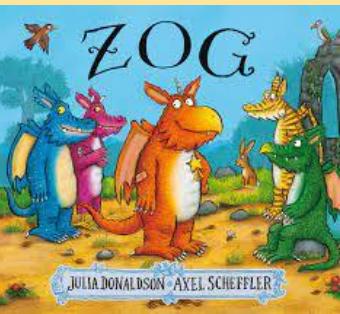
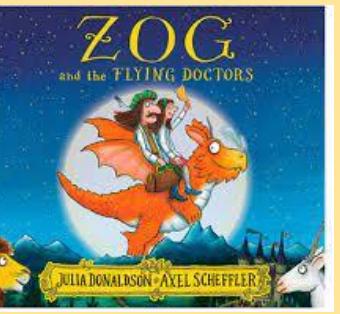
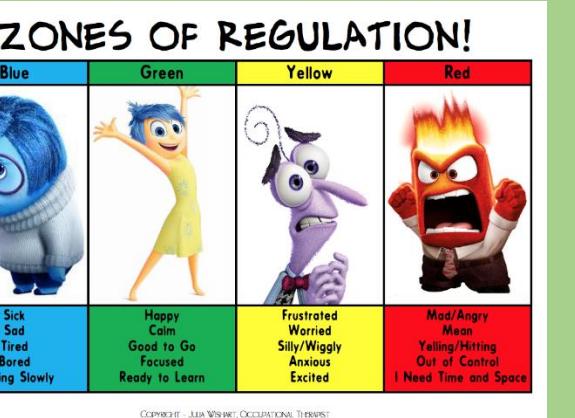
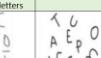
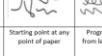
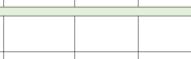
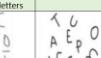
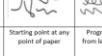
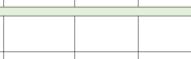
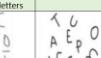
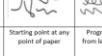
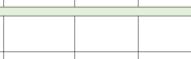


Spring 1

<p>Possible Themes & Interests</p> <p>People Who Help Us/Chinese New Year/ Winter</p>	<p>DOCTORS/NURSES/DENTISTS</p> 	<p>POLICE</p> 	<p>FIREFIGHTERS</p> 	<p>VETS</p> 	<p>CHINESE NEW YEAR</p> 	<p>WINTER</p> 
<p>Books following possible themes</p>						
<p>Suggested Texts</p>						
<p>Spring 1 Literacy Texts</p>					<p>+ Daily songs, nursery rhymes and school/class songs.</p>	

Area of learning	Objectives/skills	Revisit/ongoing throughout the year																
Communication and Language	<p>Listening: Listen attentively in a range of situations and know how to listen carefully e.g., understand they need 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: Make predictions about what might happen next or story endings in response to texts read.</p> <p>Engage in non-fiction books.</p> <p>Link events in a story 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: Use talk to pretend objects stand for something else in play.</p> <p>Demonstrate use of past tense 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>																
Personal, Social and Emotional Development	<p>Express feelings: Can show pride in achievements by showing work to others.</p> <p>Manage behaviour: Understand behavioural expectations of the setting.</p> <p>Self-awareness: Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</p> <p>Independence: Can 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. Can talk about healthy and unhealthy foods.</p> <p>Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Social skills: Seek others to share activities and experiences.</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> <div data-bbox="2137 1071 2712 1489">  </div>																
Physical Development	<p>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.</p> <p>Gross motor skills – A-Frame (climbing), Leisure Area (core strength), weekly PE lessons.</p> <p>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.</p> <p>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.</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p> <p>Complete separate fine motor writing assessment.</p> <div data-bbox="2137 1704 2604 2050"> <table border="1"> <thead> <tr> <th data-bbox="2137 1704 2328 1738">Assessment</th> <th data-bbox="2328 1704 2550 1738">Pre-Phonemic Stage</th> </tr> </thead> <tbody> <tr> <td data-bbox="2137 1738 2328 1796"> Pictures  </td> <td data-bbox="2328 1738 2550 1796"> Random Scribbling  </td> </tr> <tr> <td data-bbox="2137 1796 2328 1852"> Random Scribbling  </td> <td data-bbox="2328 1796 2550 1852"> Scribble writing  </td> </tr> <tr> <td data-bbox="2137 1852 2328 1911"> Symbols that represent letters  </td> <td data-bbox="2328 1852 2550 1911"> Random letters  </td> </tr> <tr> <td data-bbox="2137 1911 2328 1969"> Picture tells a story to convey message  </td> <td data-bbox="2328 1911 2550 1969"> Letter Strings  </td> </tr> <tr> <td data-bbox="2137 1969 2328 2025"> Starting point at any point of paper  </td> <td data-bbox="2328 1969 2550 2025"> Letter groups  </td> </tr> <tr> <td data-bbox="2137 2025 2328 2050"> Progression is from left to right  </td> <td data-bbox="2328 2025 2550 2050"> Mock letters or symbols  </td> </tr> <tr> <td data-bbox="2137 2050 2328 2064"> Indicate initials below Aut 1 Aut 2 Spur 1 Spur 2 Sum 1 Sum 2 </td> <td data-bbox="2328 2050 2550 2064"> Letter strings move from top to bottom and from left to right Separated by spaces to resemble different words </td> </tr> </tbody> </table> </div>	Assessment	Pre-Phonemic Stage	Pictures 	Random Scribbling 	Random Scribbling 	Scribble writing 	Symbols that represent letters 	Random letters 	Picture tells a story to convey message 	Letter Strings 	Starting point at any point of paper 	Letter groups 	Progression is from left to right 	Mock letters or symbols 	Indicate initials below Aut 1 Aut 2 Spur 1 Spur 2 Sum 1 Sum 2	Letter strings move from top to bottom and from left to right Separated by spaces to resemble different words
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Literacy	COMPREHENSION Use picture clues to help read a simple text. 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. 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 Read individual sounds, digraphs and trigraphs by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read 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.
	WRITING	
	Emergent writing:	
	Use appropriate letters for initial sounds.	
	Composition:	
	Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.	
	Spelling:	
	Spell to write 3-5 letter words independently using Phase 2 and 3 sounds.	
	Handwriting:	
	Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	
	Capital Letters.	
Phonics	Phase 3 Introduce Phase 3 digraphs and trigraphs. Blend and segment known sounds for reading and spelling VC, CVC, CVCC Know high-frequency common words (e.g. he, her, she, go, no) Be able to orally blend simple words in your head. 'Little Wandle Letters and Sounds' Phonics programme – https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/	 Continue to revisit all taught sounds and tricky words daily and practice sound discrimination.
Mathematics		Subitising: Continue to provide regular opportunities to instantly recognise small quantities e.g. dice, dominoes, ten frames, bingo.
	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns 	Counting: Continue to apply counting principles when counting forwards and backwards within 5 and then 10. Continue to support counting principles to find how many in a set or count out a required number of objects from a larger group. Composition: Continue to develop understanding that all quantities are composed of smaller quantities. Secure understanding of composition of numbers to 5. Sorting and Matching: Continue to notice similarities and differences in matching and sorting objects in new contexts. Comparing and Ordering: Provide regular opportunities to compare and order quantities and measures. Continue to make comparisons by lining items up with 1:1 correspondence to compare directly.

	<ul style="list-style-type: none"> sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <table border="1" data-bbox="384 339 2035 534"> <tr> <td data-bbox="384 339 1083 428">3D Shapes</td><td data-bbox="1083 339 2035 428">Children will extend their knowledge of recognising and naming 3-D shapes. Finding and identifying the 2-D shapes on the flat faces of 3-D shapes.</td></tr> <tr> <td data-bbox="384 428 1083 534">Time</td><td data-bbox="1083 428 2035 534">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.</td></tr> </table>	3D Shapes	Children will extend their knowledge of recognising and naming 3-D shapes. Finding and identifying the 2-D shapes on the flat faces of 3-D shapes.	Time	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.	
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Understanding the World	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7, days of the week)</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. (e.g. Chinese New Year)</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>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.</p> <p>Observation: Explore the natural world around them by 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>				
Expressive Arts and Design	<p>Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Artists who use hearts in their art (oil pastels)</p>  <p>Winter</p> 	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>				

Adapted from original planning format by Corrie Leach.