








































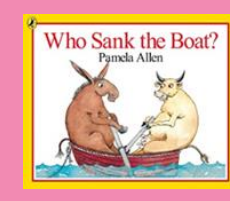
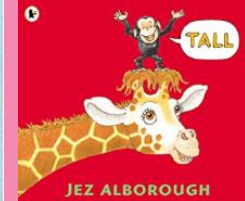

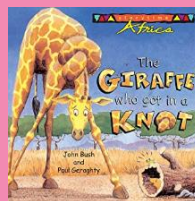
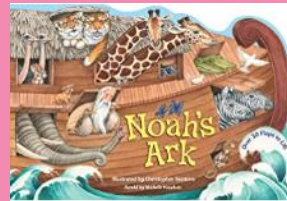

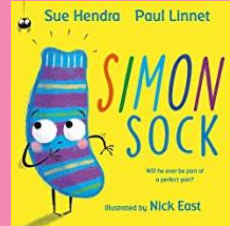

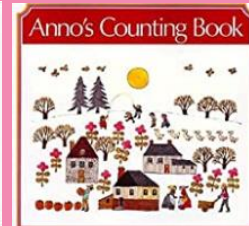
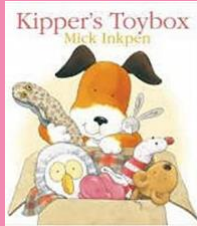
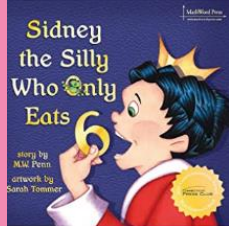
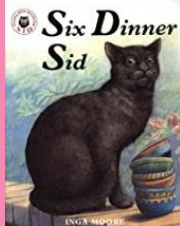





Spring 1

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

Assessment		Pre-Phonemic Stage				
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings drawn from left to right and move down the page.	Separated by spaces to resemble different words
Initiate initials below						
Aut 1						
Aut 2						
Spr 1						
Spr 2						
Sum 1						
Sum 2						



Literacy	<div>COMPREHENSION</div> <div>Use picture clues to help read a simple text.</div> <div>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</div> <div>Show understanding of some words and phrases in a story that is read aloud to them.</div> <div>Express a preference for a book, song or rhyme, from a limited selection.</div> <div>Play is influenced by experience of books (small world, role play).</div> <div>WORD READING</div> <div>Read individual sounds, digraphs and trigraphs by saying the sounds for them.</div> <div>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</div> <div>Read common exception words matched to the school’s phonic programme.</div> <div>WRITING</div> <div>Emergent writing:</div> <div>Use appropriate letters for initial sounds.</div> <div>Composition:</div> <div>Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</div> <div>Spelling:</div> <div>Spell to write 3-5 letter words independently using Phase 2 and 3 sounds.</div> <div>Handwriting:</div> <div>Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</div> <div>Capital Letters.</div>	Daily questioning to develop comprehension skills.												
Phonics	<div>Phase 3</div> <div>Introduce Phase 3 digraphs and trigraphs.</div> <div>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</div> <div>Know high-frequency common words (e.g. he, her, she, go, no)</div> <div>Be able to orally blend simple words in your head.</div> <div><table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div> <div>‘Little Wandle Letters and Sounds’ Phonics programme – <a href="https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/">https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</a></div>													Continue to revisit all taught sounds and tricky words daily and practice sound discrimination.
														
														
Mathematics	<div><div></div><div>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.</div><div>Pupils will:</div><div><div>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</div><div>• begin to identify missing parts for numbers within 5</div><div>• 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</div><div>• focus on equal and unequal groups when comparing numbers</div><div>• understand that two equal groups can be called a ‘double’ and connect this to finger patterns</div></div></div>	<div>Subitising:</div> <div>Continue to provide regular opportunities to instantly recognise small quantities e.g. dice, dominoes, ten frames, bingo.</div> <div>Counting:</div> <div>Continue to apply counting principles when counting forwards and backwards within 5 and then 10.</div> <div>Continue to support counting principles to find how many in a set or count out a required number of objects from a larger group.</div> <div>Composition:</div> <div>Continue to develop understanding that all quantities are composed of smaller quantities. Secure understanding of composition of numbers to 5.</div> <div>Sorting and Matching:</div> <div>Continue to notice similarities and differences in matching and sorting objects in new contexts.</div> <div>Comparing and Ordering:</div> <div>Provide regular opportunities to compare and order quantities and measures.</div> <div>Continue to make comparisons by lining items up with 1:1 correspondence to compare directly.</div>												

	<ul style="list-style-type: none"><li>• <b>sort odd and even numbers</b> according to their ‘shape’</li><li>• continue to develop their <b>understanding of the counting sequence</b> and link cardinality and ordinality through the ‘staircase’ pattern</li><li>• <b>order numbers and play track games</b></li><li>• join in with <b>verbal counts beyond 20</b>, hearing the repeated pattern within the counting numbers</li></ul>		
	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.	
Understanding the World	<p><b>Chronology:</b> Visually represent their own day on a simple timeline (correspond with number 7, days of the week)</p> <p><b>Respect:</b> 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><b>Mapping:</b> 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><b>Enquiry:</b> 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><b>Communication:</b> 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><b>Observation:</b> 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.