

## Spring 1

<b>Topic</b>	<p style="text-align: center;"><i>Pantomime Tales</i> <i>Chinese New Year</i> <i>Wonderful Winter</i></p>
<b>Key Texts</b>	Peter Pan, The Gingerbread Man Twinkl version, Alfie's Weather: Winter Stars by Shirley Hughes
<b>Trips/Visits/Visitors/Experiences</b>	Pantomime trip- Peter Pan, Forest School visit
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Create own story map of 'The Gingerbread Man'</b></li> <li>• Form upper case and lower-case letters correctly when writing their name and simple sentences</li> <li>• Spell words by identifying the sounds and then writing the sound with letters</li> <li>• Write short sentences with words with known letter-sound correspondences using capital letters and full stops</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them during Sounds Write sessions and when reading individual school reading books</li> <li>• Blend sounds into words so they can read short words made up of known letter-sound correspondences</li> <li>• Read some 'tricky words' matched to our Sounds Write phonics programme</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words</li> <li>• Re-read books to build up their confidence in word-reading, their fluency, their understanding and enjoyment</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Sounds Write Programme- Initial code Units 7-8</li> </ul>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Understand how to listen and why listening is important</li> <li>• Learn and use newly taught vocabulary focused on measuring, storytelling and Winter</li> <li>• Continue to develop their social phrases when greeting adults and peers each morning using their name- good morning Miss/Mrs...</li> <li>• Engage in whole class story times by answering questions about the characters, illustrations and plot</li> <li>• Learn and recite a variety of well-known songs during weekly Charanga sessions</li> <li>• Articulate their ideas and thoughts in well-formed sentences when sharing their 'Christmas/holiday' news in some detail</li> <li>• Retell the story of 'The Gingerbread Man', once they have developed a deep familiarity with the text</li> <li>• Listen to and talk about selected non-fiction when learning about China</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Count objects using one-to one correspondence <b>when combining two groups</b></li> <li>• <b>Explore a variety of counting songs and use actions</b></li> <li>• Subitise- Quickly recognise amounts without counting them</li> <li>• Link the number symbol with its cardinal number value</li> <li>• Count beyond ten</li> <li>• Explore the composition of numbers to 10</li> <li>• Automatically recall number bonds for numbers 0-5</li> <li>• <b>Explore odds and evens when making pairs</b></li> <li>• <b>Recognise when an amount has been doubled</b></li> </ul>

<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Further develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. scissors, cutlery and pencils</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>• Develop their overall body strength, co-ordination, balance and agility to enable them to effectively take part in weekly P.E sessions</li> <li>• Confidently and safely use a range of large apparatus indoors during P.E</li> <li>• Combine different movements with ease and fluency when learning a partner dance</li> <li>• Develop and refine a range of ball skills</li> <li>• Develop confidence, precision and accuracy when engaging in activities that involve a ball</li> </ul>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<ul style="list-style-type: none"> <li>• Continue to build constructive and respectful relationships with adults and other children-Follow rules, work with a partner or part of a larger group, show kindness and help others</li> <li>• Manage their own needs- Continue to develop their independence when dressing and organising themselves when arriving to school and getting ready to go home</li> <li>• Learn to identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspective of others during play times and when discussing social stories</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: the importance of eating healthy foods and make a vegetable soup, being a safe pedestrian and staying safe when using technology (e-safety)</li> <li>• Show resilience and perseverance when taking turns and playing games with others, regulating their emotions</li> <li>• <b>Follow rules and expectations; fire safety during our visit to the Forest School Area</b></li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family when sharing their 'Christmas/holiday' news</li> <li>• Draw information from a simple map</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways when exploring the celebration of Chinese New Year</li> <li>• Recognise some similarities and differences between life/environments in this country and life/environments in other countries; China and France</li> <li>• Describe what they see, hear and feel outside daily, when completing the class calendar and weather chart</li> <li>• Understand the effect of the changing seasons on their natural world around them when observing and discussing the changes of Winter through looking at pictures and class discussions</li> <li>• <b>Plant and care for plants and vegetables during weekly 'Gardening Club'</b></li> <li>• Explore the natural world around them during a visit to the Forest School Area</li> <li>• <b>Early Learning Goal:</b> Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class</li> <li>• <b>Early Learning Goal:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps</li> <li>• <b>Early Learning Goal:</b> Describe their immediate environment, using knowledge from observation, discussions, stories and non-fiction texts and maps</li> <li>• <b>Early Learning Goal:</b> Understand some important process and changes in the natural world around them, including the seasons changing states of matter</li> </ul>
<p><b>Expressive Arts &amp; Design</b></p>	<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play when inside the 'Bakery', 'Chinese Restaurant' and 'Winter Wonderland' role play areas</li> <li>• Sing in a group when learning the words and performing new songs</li> <li>• Listen attentively, move to and talk about music during weekly Charanga sessions</li> </ul>

- Explore, use and refine a variety of artistic effects; concertina body for a Chinese Dragon, threading snowflakes and igloo printing
- Watch and talk about dance and performance art, expressing their feelings and responses
- Explore and engage in dance during P.E and perform with a partner and in a group
- Create collaboratively sharing ideas, resources and skills
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- **Early Learning Goal:** Sing a range of well-known nursery rhymes and songs