

It's a Wonderful World

Key Texts

Nursery Rhymes, songs, poetry:

A Treasury of Nursery Rhymes and Poems Frann Preston-Gannon

Leaf Sandra Diechmann

Polar Bear in the Snow

Poles Apart

North Pole South Pole

Lost and Found Oliver Jeffers

Fruits Valeria Bloom

Poles Apart

Here we are

Handa's Surprise

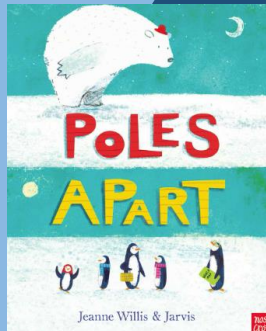
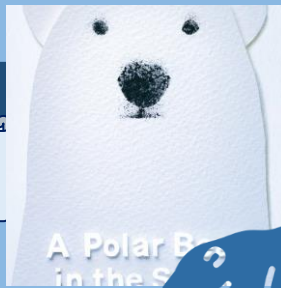
Fisherman and his Wife

Blown Away

Travel:

Journey Aaron Becker

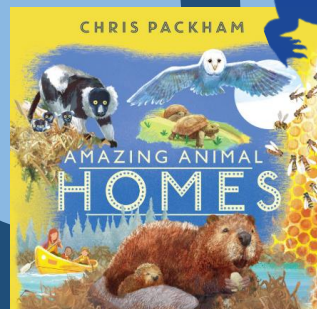
The North Pole



The South Pole



Amazing Animals!



Communication and Language

By the end of Spring 1, children will:

Listen to stories, rhymes and 2 part instruction in small group situations

Use full sentences to articulate their actions with support

In play, use short sentences to respond

Use a confident, loud and clear voice when speaking

Begin using 'and' to join their sentences.

Mimic simple social questions e.g. How are you?

Language

By the end of Spring 1, children will use a wider range of language associated with:

Polar regions and climates

Polar animals

Homes around the world

Reptiles and amphibians

Amazing animals

Farm animals

Chinese New Year

Indoors/Outdoors

Lost/found office in train station/airport

Animal sanctuary

Vets

Farm

Personal, Social and Emotional Development

By the end of Spring 1, children will:

Provide positive encouragement to their peers as part of an audience

Understand social clues for how others are feeling (expression)

Mimic friendship questions e.g. Please may I play with you?

Listen and follow a 2 part instruction

Independently take on a new challenge

Increasingly follow the rules and learning behaviours independently

Will learn the importance of and how to keeping our bodies healthy

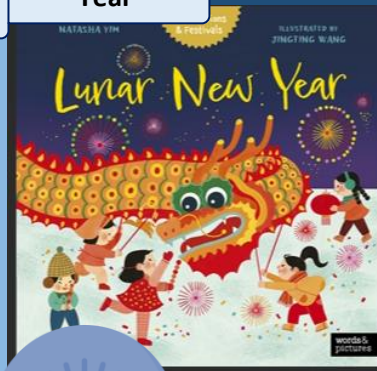
Take turns to speak and complete tasks with a learning partner

Enjoy working with a range of peers as learning partners

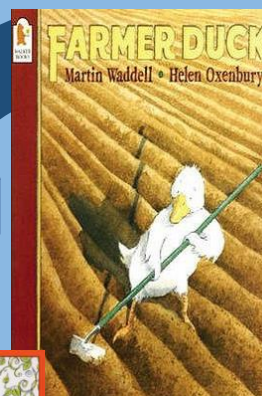
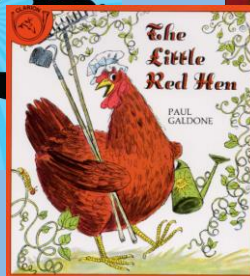
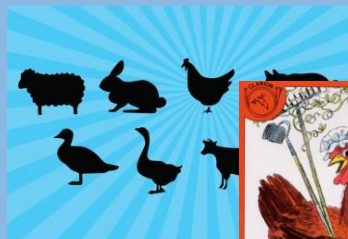
Know when sensible behaviour is expected and demonstrate this with occasional adult support

Value of the term - Pride

Lunar New Year



On the Farm



Physical Development

By the end of Spring 1, children will:

Show secure control over their whole body when running, jumping and hopping

Climb low level apparatus with strength and balance in their movements

Balance steadily on the floor and low apparatus

Use two wheeled toys with developing control and balance

Use the elbow pivot to make controlled movements

Carry light equipment around the environments considering themselves and others

Have a definite preference for a dominant hand when holding a pencil

Use a pinch grip to manipulate small items with greater skill

Use scissors and brushes in a controlled manner independently

Draw a picture with developing consideration of the real life equivalent

Fasten clothing with some adult support, undress independently

Drink when reminded

Wash hands when messy independently

Experiences/visits/visitors

Igloo

Reptilians

Drusillas

Shoreham Airport

Cooking

Drumming

Alien Invasion

Art and Design

By the end of Spring 1, children will:

Create their work through colour mixing

Discuss the process they followed to create their work with peers

Create a prop related to the story or term focus, with support

Use props and costumes in an imaginative way (a wooden block for a phone)

Sing songs confidently and **independently**

Maths - A sense of 5

By the end of Spring 1, Children will:

- Identify and Organise numbers with a sense of 2 and a sense of 5
- Explore odd and even
- Flash numbers
- Identify distance from 10
- Describe the composition of 5 – linking to bonds up to 5
- Subitise 5 in regular and random form
- Use positional language when subitising
- Compare numbers to 5
- Visualise 5
- Know the cardinal value of 5
- Know the ordinal value of 5
- Use special reasoning with 5 (0 and
- Work with patterns of 5
- Use one finger, one push on the Rekenrek
- Use a tens frame
- Use a PPW model – for Add and sub

Literacy

By the end of Spring 1, children will :

Comprehension:

- Understand the basic structure of stories
- See some differences between fiction and non-fiction books
- Make knowledgeable comments about title, cover or illustrations
- Know some Authors and Illustrators
- Start to predict key events in known stories
- Develop preferences for particular books, stories, rhymes and poems
- Shows engagement during longer shared stories and can talk about key events
- Engage in talk about an increasing variety of texts e.g. ‘I used the contents page to find out about polar bears in this book. Polar bears are very strong and live in the Arctic’/ ‘I love the poem ‘Oh Dear’ because it’s so funny when he keeps getting the wrong thing from the shop.’
- Continue to engage with new story vocabulary and apply it in other contexts and conversation
- Be confident with Reading 2 Tier vocabulary – why, how, explain?

Word Reading/ Phonics

- Reading individual letters and groups of letters by saying the corresponding sound confidently and accurately
- Reads some capital letters
- Gain pace and confidence when reading CVC and CVCC by segmenting and blending
- Build their sight word repertoire
- Develop confidence when applying their phonics knowledge and sight reading skills to read simple sentences within phase 2 and 3

Writing

- Write all of their name with most letters formed correctly
- Write some capital letters
- Use the ‘nip, flip, grip’ approach – formation is increasingly accurate
- Write all phase two phonemes
- Write most phase 3 digraphs
- Write individual VC, CVC and CVCC words
- Begin to write exception words within a sentence
- Write initial and end sounds for whole words
- Begin to count the words they need for their writing
- Understand they must start at the top of the page
- Write for different purposes
- Be enthusiastic and inspired to write Understand that in English we write left to right

Writing

- Retell 3 little pigs
- Posters
- Tickets
- Leaflets
- Jokes
- Reviews – my favourite part was...
- Non-fiction writing checkpoint

Understanding of the World

By the end of Spring 1, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

- Consider how they have changed since starting school**
- Make comments on images from the past and notices differences**
- Engage with conversations about historical characters and settings (shows and performances from the past)**
- Explore occupations in the past and notices differences**

People Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?

- Explore new occupations**
- Talk about members of their local community**
- Recognise that people have different beliefs**
- Develop a positive attitude toward differences amongst beliefs and ways of live**
- Draw information from a simple map of their local area e.g the school, the park**
- Know the country where they live**

Natural World: Question, investigation, change

- Explore how things work – e.g. microphones, lights, megaphone**
- Start to informally classify materials**
- Explore ice and observe how and why it changes**
- Notice that day/ night and the natural world around them change through seasons**
- Engage in exploration in the natural world and makes observations about what they can see, hear and touch**
- Know that there are different natural environments in the UK (mountains, reservoir, rivers)**
- Start to notice the features of different plants and animals**
- Begin to understand human impact on the natural world**
- Know how plant a seed**



A Kind and Inclusive learning
community with high
expectations for all