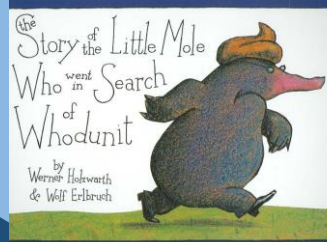
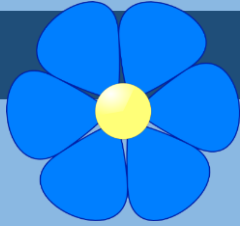


The Magic of Life!

Experiences/visits/visitors

Forest school
Mosque visit
Living classroom
Theatre visit – Rainbow Theatre
Magic Show
Circus skills
Talent Show – Our School
Talents!
Children's parade
Brighton Festival
Jubilee library visit

How does your Garden Grow?



The Stage



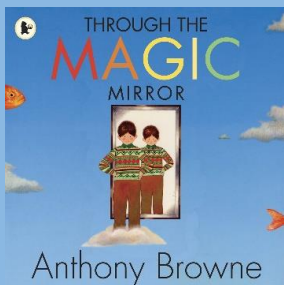
Musicals



Theatre



Magic



Communication and Language

By the end of Spring 2, children will:

Listen to stories, rhymes and 2 part instructions during whole class discussions

Use full sentences to articulate actions/play independently
Use short sentences in response to speaker with a given stimulus

Use simple social questions e.g. how are you? With adults.

Use 'and' and 'because' to join sentences

Use an appropriate voice to represent common emotions e.g. sad/happy

Mimic friendship questions and responses.

Personal, Social and Emotional Development

By the end of Spring 2, children will:

Identify the feelings of others through their actions/expressions

Use resources, such as timer, to help turn taking with an adult

Provide attention to an adult even when engaged in another activity

Persevere through a task, with adult support

Remember to follow the rules and learning behaviours without adult reminders

Will begin to narrate how they are keeping their body healthy, with adult support

Cooperate with peers both inside and outside on learning challenges and during unstructured times with some guidance
Demonstrate sensible behaviours independently, including negotiating, turn taking, waiting, and cooperating

Value of the term - Ambition

Language

By the end of Spring 2, children will use a wider range of language associated with:

Performance
Singing
Dancing
Jokes
Magic
Expression
Film
Comedy
Theatre
Music
Friendship

Indoors/Outdoors:

Stage – microphones, clapper boards, scripts, make-up, wigs, curtains
Puppets
Circus
Film set
Photo Booth

Self-Regulation

By the end of Spring 2, children will:

Zones of Regulation

Physical Development

By the end of Spring 2, children will:

Walk, run and jump in different directions
Climb, with greater control, low level apparatus with strength and balance in their movements
Balance steadily on the floor and low apparatus using several body parts

Use two wheeled toys with greater control and balance

Use the elbow pivot to make strong, controlled movements

Work together to carry light equipment around the environments adjusting their route if necessary to avoid others

Hold a pencil and apply a consistent pressure most of the time often using the tripod grip

Use scissors to cut strips and around simple objects and brushes with increasing accuracy for the task.

Draw a picture with accurate consideration of the real life equivalent

Fasten clothing with minimal support, dress and undress independently, begin to notice when they need a drink or are hot/cold

A Kind and Inclusive learning community with high expectations for all

Maths - A sense of 5 and a bit

By the end of Spring 2, 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 and a bit
Conceptually subitise 5 and a bit in regular and random form
Use positional language when subitising
Compare numbers to 5 and a bit
Know bonds to 5 facts
Explore doubling
Visualise 5 and a bit
Know the cardinal value of all numbers represented by 5 and a bit
Know the ordinal value of all numbers represented by 5 and a bit
Use special reasoning with numbers represented by 5 and a bit (0 and 10)
Work with patterns of numbers within 5 and a bit
Use one finger, one push on the Rekenrek
Use a tens frame
Use a PPW model



Understanding of the World

By the end of Spring 2, children will:

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

Show interest in historical landmarks
Make comments on images from the past and notices similarities
Engage with conversations about historical figures (explorers/ key figures from focus countries)
Talk about different roles and occupations in local community

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

Talk about their own aspirations – now and in future
Know there are different countries in the world
Show interest in the location of different countries on globes and maps
Understand that there are differences and similarities amongst countries of the world
Explore ways of life in other countries

Natural World: Question, investigation, change

Explore how things work – e.g. Google Maps
Begin to understand materials can be used for different purposes
Investigates how temperature can change materials using their developing knowledge (change of state)
Know that plants and animals react to seasons
Engage in exploration in the natural world, makes observations and describes what they can see, hear and touch using developing vocabulary
Know that there are different natural environments in our world (deserts, rainforest, plains)
Begin to draw and label picture of animals and plants
Begin to informally classify animal based on similarities and differences
Develops understanding of human impact on the natural world
Know how to look after living plants and help them grow

Literacy

By the end of Spring 2, children will:

Comprehension:

Uses their knowledge of story structure and experience of books to begin to retell familiar tales
Show interest in using non-fiction books to find out information
Begins to understand the importance of illustrations in some stories
Develops their knowledge of Authors and Illustrators
Predict key events in known stories
Can name and talk about favourite books, stories, rhymes and poems
Enjoys sharing their opinion on what they read
Begins to use adventurous story vocabulary in other contexts
Be confident with Reading 2 Tier vocabulary – similar, different

Word Reading/ Phonics

Be secure and confident with reading all taught GPCs
Reads most capital letters
Continues to gain pace and confidence when reading CVC and CVCC by segmenting and blending
Begin to read repeated and familiar words without overt sounding and blending
Confidently applying their phonics knowledge and sight reading skills to read simple sentences within phase 2 and 3
Begin to develop fluency by being increasingly accurate, reading whole words and self-correcting

Writing

Begin to articulate what they wish to write using wider vocabulary
Write their name with all letters correctly formed including a starting capital letter
Write most capital letters accurately
Use the 'nip, flip, grip' approach – formation is accurate
Use developing cursive script
Write all phase 2 and 3 phonemes
Write VC, CVC and CVCC words and exception words to make up a sentence
Begins to write irregular word phonetically
Counts the words they need for their writing
Starts at the top of the page
Begins to write to the end of the page before starting a new line
Begins to use finger spaces
Has some awareness of capital letters and full stops in their writing
Begins to re-read their writing for sense and content

Writing

Packing lists
Land snails
Retell Handa's surprise
Recount– Writing checkpoint
To be able to correctly form all the phonemes in phase two using the cursive script.
To be able to form some capital letters- particularly I and the first letter of their name.

Art and Design

By the end of Spring 2, children will:

Create their work on different scales and canvases

Create their work from their imagination

Discuss what they like and dislike about their work, with support

Create a prop interdependently, related to the story or term focus

Use language and storylines from focus books to develop their roleplay

Begin to perform songs with instruments, with adult support