

Spring 1 - Around the world!

Themes/Interests/Lines of Enquiry		Around the world. We will focus on winter and the changes this season brings compared to autumn, polar regions including the animals that live there, the weather and where these places are located in the world, Chinese New Year, Space and Valentines Day
Experiences		Ice experiments Winter walk Launching rockets
Suggested Texts	Whole Class stories	
	Spring 1 Literacy texts	

Prime Areas

Communication and Language	<p>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>Maintain attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>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>
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	<p>Consider the listener and takes turns to listen and speak in different contexts.</p> <p>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>
Personal, Social and Emotional Development	<p>Show pride in achievements by showing work to others.</p> <p>Understand how to use the 'take 5' breathing exercise to help with big feelings.</p> <p>Understand behavioural expectations of the setting.</p> <p>Take pride in themselves, work, and achievements.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>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.</p> <p>Can talk about healthy and unhealthy foods.</p> <p>Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Can identify kindness and considerate behaviour of others.</p> <p>Seek others to share activities and experiences.</p> <p><i>Jigsaw PSHE - Dreams and Goals</i></p> <p>To understand if we persevere, we can tackle challenges; share a time we didn't give up to achieve; set a goal and work towards it; use kind words to encourage others; think about what job we want when we are older and understand what it feels like to be 'proud'.</p> <p>British values: To develop self-esteem, self-knowledge and self-confidence. To encourage respect for other people.</p> <p>To have acceptance for one another.</p> <p>MUTUAL RESPECT:</p> <p>Motivation to learn</p> <p>Try new activities</p> <p>Select activities</p>

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	Use resources independently Anti-Bullying week & Esafety
Physical Development	<p>CUFC PE Sessions - Weekly</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 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>

<u>Specific Areas</u>	
Literacy	<p>Comprehension</p> <p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>
	<p>Word Reading</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>
	<p>Writing</p> <p>Use appropriate letters for initial sounds.</p> <p>Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>
	Phonics- Twinkl Phonics Level 3

Level 3 Overview



Level 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Focus GPCs	Step 6: j v w x	Step 7: y z zz qu ch	sh th (unvoiced) th (voiced) ng	ai ee igh oa	oo (short) oo (long) ar or	ur ow oi ear	air ure er	Practise all Level 3 GPCs	Practise all Level 3 GPCs
Focus Tricky Words (reading)	no, go, I, the, to	he, she	we, me, be	was	my	you	they	here	all, are
Focus Tricky Words (spelling)		the, to		no, go, I					

Key Learning Activities	Practise segmenting for spelling.	Practise segmenting for spelling.	Practise segmenting for spelling.	Practise segmenting for spelling.	Practise segmenting for spelling.	Practise segmenting for spelling.	Practise segmenting for spelling.	Teach reading tricky word 'here'.	Teach reading tricky words 'all' and 'are'.
	Read sentences with step 1-6 sounds and tricky words 'no', 'go', 'I', 'the', 'to'.	Teach reading tricky words 'he' and 'she'.	Teach reading tricky words 'we', 'me' and 'be'.	Teach reading tricky word 'was'.	Teach reading tricky word 'my'.	Teach reading tricky word 'you'.	Teach reading tricky word 'they'.	Practise spelling of two syllable words.	Practise reading captions and sentences.
		Teach spelling tricky words 'the' and 'to'.	Practise reading captions and sentences.	Teach spelling the tricky words 'no' and 'go'.	Teach reading of two syllable words.	Practise spelling of two syllable words.	Practise spelling of two syllable words.	Practise reading captions and sentences.	Practise writing captions and sentences.
		Practise writing captions with steps 1-7 and tricky words 'the' and 'to'.	Practise writing captions and sentences.	Practise reading two syllable words.	Practise reading captions and sentences.	Practise reading captions and sentences.	Practise reading captions and sentences.	Practise writing captions and sentences.	
				Practise reading captions and sentences.	Practise writing captions and sentences.	Practise writing captions and sentences.	Practise writing captions and sentences.		
				Practise writing captions and sentences.					

Mathematics

Introducing Zero	Ongoing opportunities to explore and apply the understanding of 'nothing there' or 'all gone' - the number name zero and the numeral 0 used to represent this idea. Find 0-5, subitise 0-5 and represent 0-5
Mass and Capacity	Compare mass, find a balance, explore capacity and compare capacity
Growing 6,7,8	Find 6, 7 and 8, represent 6, 7 and 8, find 1 more and 1 less. Understand the composition of 6, 7 and 8, make pairs - odd and even, doubles to 8 (find a double and make a double)

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	Length, Height and Time	Explore and compare length. Explore and compare height. Talk about time and order and sequence time.
Understanding the World	<p>Visually represent their own day on a simple timeline (linked to maths work)</p> <p>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.</p> <p>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. Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>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>Recognise some environments that are different to the one in which they live. Winter weather changes Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt ice the quickest? Maps of local area Local buildings / statues / areas of importance. Gravity: Rocket launching. Where do we live? Map of the United Kingdom</p> <p>RE - What is a special place? Children to know that places are special for different people. They can talk about their own special places and some will be able to explain why.</p>	
Expressive Arts and Design	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Artist: Jackson Pollock- Exploring dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipettes and spoons to splat paint. Space backdrops. Winter pictures and scenes. Chinese New Year - lanterns African Art</p> <p>Develop storylines in their pretend play. Artist Study - Yves Klein Artists who use hearts in their art (oil pastels)</p>	