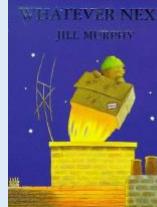
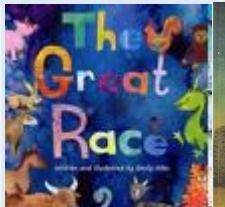
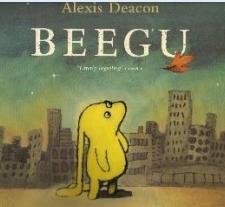


## Spring 1 – Around the world!

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	Winter walk Launching rockets Baking						
Suggested Texts	Whole Class stories						
	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> <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>
<p>Personal, Social and Emotional Development</p>	<p>Show pride in achievements by showing work to others.</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> <p>Use resources independently</p>
<p>Physical Development</p>	<p><b>CUFC PE Sessions – Weekly</b></p> <p><b>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</b></p> <p><b>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</b></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</p>

writing, paintbrushes, scissors, knives, forks, and spoon.

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

Boltons CE Primary School

	Core			Core			Core			Core		
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)
Week 1	j, v, w, x	Revise Level 2 words		sh, th, th, ng	we, me, be	the, to (recap)	igh, oa	my	no, go, i (recap)			
	y, z, zz, qu, ch	he, she	the, to	ai, ee	was	no, go, i	oo (long), oo (short), ar	you	no, go, i (recap)			
Week 2				ai, ee	was	no, go, i						
				ai, ee	was	no, go, i						
Week 3				ai, ee	was	no, go, i						
				ai, ee	was	no, go, i						
Week 4				ai, ee	was	no, go, i						
				ai, ee	was	no, go, i						
Week 5				ai, ee	was	no, go, i						
				ai, ee	was	no, go, i						
Week 6				ai, ee	was	no, go, i						
				ai, ee	was	no, go, i						



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- seasons Studying frost, snow, ice. Maps of local area Local buildings / statues / areas of importance. Gravity: Rocket launching. Floating and sinking Where do we live? Map of the United Kingdom</p>
Expressive Arts and Design	<p><b>RE - What is a special place?</b> 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> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Observational drawings/paintings- Winter pictures and scenes. People Printing Chinese New Year - lanterns Rocket models.</p> <p><b>Cooking- Rock Buns</b></p>