

Spring 1

Possible Themes & Interests  
(based on interests the children have had in past years)

WINTER



NORTH & SOUTH POLE



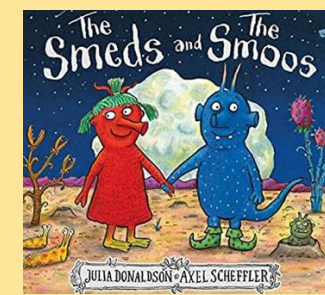
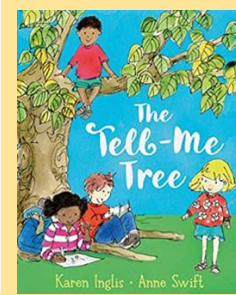
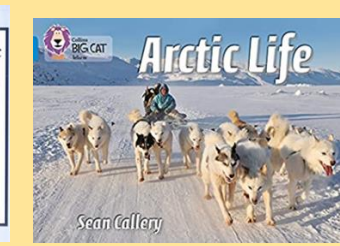
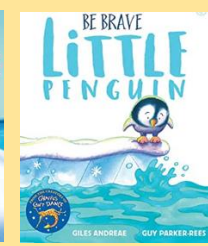
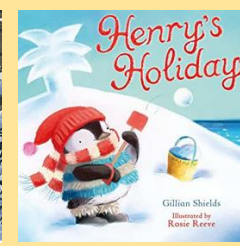
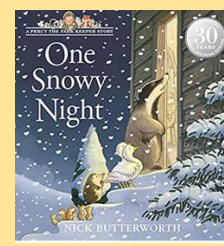
FRIENDSHIP/FEELINGS



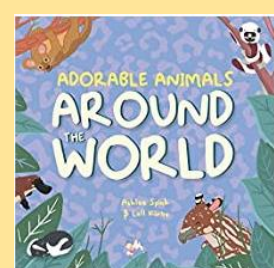
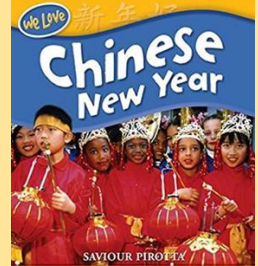
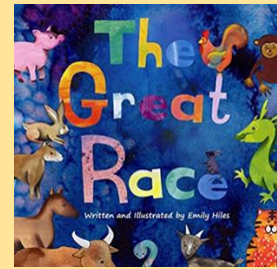
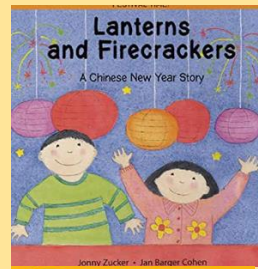
CHINESE NEW YEAR



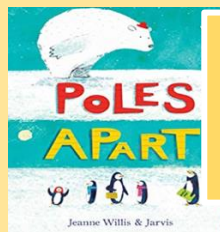
Books following possible themes



Suggested Texts



Spring 1  
Literacy  
Texts



+ Daily songs,  
nursery rhymes and  
school/class songs.

Child led interests covered during the half term:

Communication  
and Language

**Listening:**

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.

**Attention:**

Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.

**Respond:**

Make predictions about what might happen next or story endings in response to texts read.

Engage in non-fiction books.

Link events in a story to their own experiences. Introduce a storyline into their play.

**Understanding:**

Consider the listener and takes turns to listen and speak in different contexts.

**Speaking:**

Use talk to pretend objects stand for something else in play.

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.

Learn new vocabulary

Use new vocabulary in different contexts.

Use new vocabulary through the day in discussions and conversations.

Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.

Personal, Social  
and Emotional  
Development

**Jigsaw Theme – Dreams and Goals**

Covering: Challenges, Perseverance, Goal setting, Overcoming Obstacles, seeking help, Jobs, Achieving goals.

Show pride in achievements.

Understand behavioural expectations of the setting.

Can explain right from wrong and try to behave accordingly.

**Manage their own needs.**

Can identify kindness.

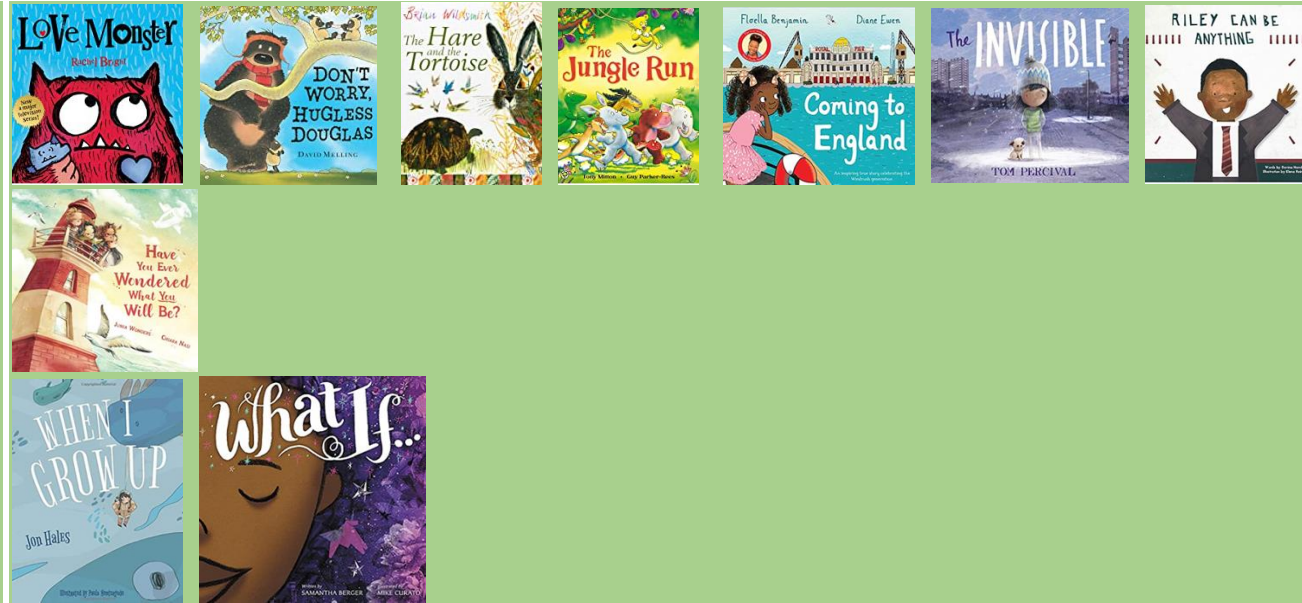
Seek others to share activities and experiences.

**Key Vocabulary: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.**

Books used –

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.





#### Knowledge

- Know what a challenge is
- Know that it is important to keep trying
- Know what a goal is
- Know how to set goals and work towards them
- Know which words are kind
- Know some jobs that they might like to do when they are older
- Know that they must work hard now in order to be able to achieve the job they want when they are older
- Know when they have achieved a goal

#### Social and Emotional Skills

- Understand that challenges can be difficult
- Recognise some of the feelings linked to perseverance
- Talk about a time that they kept on trying and achieved a goal
- Be ambitious
- Resilience
- Recognise how kind words can encourage people
- Feel proud
- Celebrate success

#### Water Safety Curriculum

**Can I become familiar with ways to stay safe when near the water?**

**Power point.**

**Song.**

RE – F3 Which places are special and why?

Coverage - talk about somewhere that is special to themselves, saying why, be aware that some religious people have places which have special meaning for them, talk about the things that are special and valued in a place of worship, identify some significant features of sacred places, recognise a place of worship, get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.

Physical Development	<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. Cognitive:</p> <p>Jasmine PE Module: Dynamic Balance 1 leg Static balance stance <b>(weeks 14-19)</b></p>	Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.			
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</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><b>REAL PE FOCUS – Unit 3</b> Cognitive Cog Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance</p> <p><b>REAL PE Gym Focus– Unit 3 (Friday)</b> Unit 3 – Cognitive – Shape and Travel (Themes are At Home and Jungle Trip) Weeks 1-6 LC: Can I follow simple Instructions.</p>				

**Specific Areas**

Literacy	<p><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).</p>	Daily questioning to develop comprehension skills.			
	<p><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.</p>	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.			
	<p><b>WRITING</b> <b>Emergent writing:</b> Use appropriate letters for initial sounds. <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. <b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes. <b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> <p><b>Helicopter stories progression:</b></p>	Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.			

	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>														
<p><b>Phonics</b></p> <p>This differs from long term plan slightly as children moved onto level 2 earlier that was expected at start of the year.</p>	<p><b>Phase 3</b> Continue Level 3 skills: Week 6 - 10 Recap grapheme -phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Continue to revisit all taught sounds daily and practice sound discrimination.</p>													
<p><b>Mathematics</b></p>	<p>Numbers 5 and 0</p>  <table border="1" data-bbox="371 1344 1765 1938"> <thead> <tr> <th>Coverage</th> <th>Guidance</th> </tr> </thead> <tbody> <tr> <td>Introducing zero</td> <td>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.</td> </tr> <tr> <td>Comparing numbers to 5</td> <td>Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations.</td> </tr> <tr> <td>Composition of 5, five wise</td> <td>Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5.</td> </tr> <tr> <td>Comparing Mass</td> <td>Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception than the bigger item is the heaviest.</td> </tr> </tbody> </table>	Coverage	Guidance	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.	Comparing numbers to 5	Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations.	Composition of 5, five wise	Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5.	Comparing Mass	Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception than the bigger item is the heaviest.	<p>Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing &amp; ordering</p>			
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Comparing Capacity

Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.



Number 6, 7, 8

Represent 6,7,8 in different ways, count out from a larger group. Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers.

Understanding the World

Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

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.

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 link to Dear Polar Bear Book.

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.

Within this area we will link it to developing a sense of continuity and change by being able to compare and contrast characters from stories throughout the year. This will include figures from the past. (Little people, Big Dreams book)



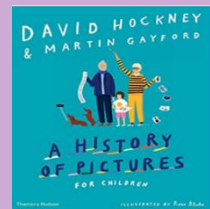
**Communication:** Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

**Observation:** Explore the natural world around them by taking part in outdoor provision sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

**Expressive Arts  
and Design**

Develop storylines in their pretend play.  
Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Artist Study – Yves Klein Artists who use hearts in their art (oil pastels)



**Charanga Spring 1 Unit – Everyone!**

**Poetry Basket:**

1. Popcorn – a six-line poem
2. A Little House – an eight-line poem
3. Pancakes – a six-line poem
4. Let's Put on Our Mittens – a six-line poem
5. I Can Build a Snowman – a four-line poem
6. Carrot Nose – a four-line poem

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Explore Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes. Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs.