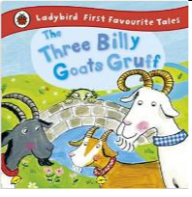

























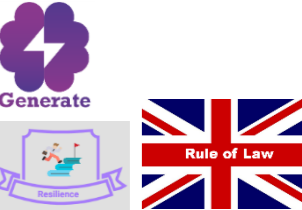







## Spring term planning





Traditional Tales	21 <sup>st</sup> -24 <sup>th</sup> Feb	27 <sup>th</sup> Feb- 3 <sup>rd</sup> March	6 <sup>th</sup> March- 10 <sup>th</sup> March	13 <sup>th</sup> March- 17 <sup>th</sup> March	20 <sup>th</sup> March- 24 <sup>th</sup> March	27 <sup>th</sup> – 31 <sup>st</sup> March
Book Focus						
Key vocabulary	Traditional Tale, Goat, grass, troll, bridge, trip Trapping, medium, bug, little, river, field,	Traditional Tale, Goat, grass, troll, bridge, trip Trapping, medium, bug, little, river, field,	Goldilocks, Bear, hot cold, hard. Soft, chair, Porridge, bed, large, medium, small, Daddy Bear, Mummy Bear, Baby Bear, spoon, bowl, cottage, Forest,	Goldilocks, Bear, hot cold, hard. Soft, chair, Porridge, bed, large, medium, small, Daddy Bear, Mummy Bear, Baby Bear, spoon, bowl, cottage, Forest,	Gingerbread Man, Little Old Man, Little Old Woman, baked, oven, pig, cat, cow, dog, girl, boy, swam, fox, hen, horse, run, River	Gingerbread Man, Little Old Man, Little Old Woman, baked, oven, pig, cat, cow, dog, girl, boy, swam, fox, hen, horse, run, River
Literacy/ CL	<p><b>Design, label and build your own Bridge for the Goats to cross.</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'.</p> <p>Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</p> 	<p><b>Make a Wanted Poster for the Troll.</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'.</p> 	<p><b>Instruction Writing to make Porridge</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'.</p> <p>Instruction Writing – Learn and retell simple instructions Children to learn that instructions use: -A title -Time connectives. -Short, clear direct sentences -Imperative (bossy) language</p> 	<p><b>Create your own ending to the story.</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'.</p> <p>Retell simple 5- part story: 1.Once upon a time... 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after NB: This will be revisited throughout the year</p> <p>Recount writing – Learn and retell simple recounts Children to learn that recounts: -Retell experiences in sequence -Use the past tense -Use time connectives</p> 	<p><b>Story sequencing.</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'.</p> <p>Retell simple 5- part story: 1.Once upon a time... 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after NB: This will be revisited throughout the year</p> 	<p><b>Recount of Gingerbread man making.</b></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'.</p> <p>Recount writing – Learn and retell simple recounts Children to learn that recounts: - Retell experiences in sequence -Use the past tense -Use time connectives NB: This will be revisited throughout the year</p> 
Phonics	<p>Teach: ai, ee,igh, oa Tricky words review</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic</p>	<p>Teach: oo, oo, ar, or. Tricky words: was, you, they</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic</p>	<p>Teach: ur, ow, oi, ear Tricky words: my, by, all</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Teach: air, er, double letters bb, rr, gg, dd,pp,ff, tt Tricky words: are, sure and pure</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are</p>	<p>Teach: longer words- sunshine, laptop, picnic, Tricky word review</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent</p>	<p><b>Assessment</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

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	<p>knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending</p> 	<p>knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences Read a few common exception words matched to the school's phonic program me. 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Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending</p> 
<p>Kinetic Letters</p>	<p>Kinetic Letters Focus: Strength &amp; Dexterity Focus: Single Letters Focus:Pencil Pick- Up routine Focus: Flow Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</p> 	<p>Kinetic Letters Focus: Strength &amp; Writing position Focus: Single Letters Focus Pencil Pick-up routine Focus:Flow Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</p> 	<p>Kinetic Letters Focus: Strength &amp; Writing position Focus: Single Letters Focus Pencil Pick-up routine Focus:Flow Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</p> 	<p>Kinetic Letters Focus: Strength and Dexterity Focus: Pairs &amp; Numbers Focus: Pencil Checks Focus: Snuggling Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</p> 	<p>Kinetic Letters Focus: Strength and Dexterity Focus: Pairs &amp; Numbers Focus: Pencil Checks Focus: Snuggling Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</p> 	<p>Kinetic Letters Focus: Strength and Dexterity Focus: Pairs &amp; Numbers Focus: Pencil Checks Focus: Snuggling Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</p> 
<p>Maths</p>	<p>Counting Number: Have a deep understanding of numbers up to 10. Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20</p>	<p>Patterns Numerical patterns: Explore and represent patterns within numbers up to 10. Use vocabulary of sharing and halving Share fairly through practical activities, splitting objects into two equal groups Be aware that the original quantity remains unchanged but it has been shared or halved equally Begin to solve problems involving sharing and halving</p>	<p>Measuring lengths and heights ... rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Use vocabulary of sharing and halving Share fairly through practical activities, splitting objects into two equal groups Be aware that the original quantity remains unchanged but it has been shared or halved equally Begin to solve problems involving sharing and halving</p>	<p>Capacity - developing language ... rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. To compare length, weight, time and capacity</p>	<p>2D Shapes .. rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures Combine shapes to create new ones – select, rotate and manipulate e shapes Describe the properties of 2D and 3D shapes Develop an awareness of the relationships between shapes. E.g. Compose and decompose shapes to see the shapes within shapes Use spatial reasoning skills to create and solve problems</p>	<p>3D Shapes ... rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Combine shapes to create new ones – select, rotate and manipulate e shapes Describe the properties of 2D and 3D shapes Develop an awareness of the relationships between shapes. E.g. Compose and decompose shapes to see the shapes within shapes Use spatial reasoning skills to create and solve problems</p>

						
PSED	<p>I understand that I need to exercise to keep my body healthy.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> 	<p>I understand how moving and resting are good for my body.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i></p> <p><i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> 	<p>I know which foods are healthy and not healthy and can make healthy eating choices.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i></p> <p><i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> 	<p>I know how to help myself go to sleep and I understand why sleep is good for me.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i></p> <p><i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> 	<p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i></p> <p><i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> 	<p>I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly; Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why Identify and moderate their own responses socially and emotionally.</i></p> 
RE	<p>Story of Owl babies - new life focus</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i></p> 	<p>Baby animals</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i></p> 	<p>Easter Story</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; religious celebrations and being to explain what might happen during these celebrations Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations</i></p> 	<p>Easter Story</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; religious celebrations and being to explain what might happen during these celebrations Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations</i></p> 	<p>Stained Glass Crosses</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; religious celebrations and being to explain what might happen during these celebrations Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations;</i></p> 	<p>Easter Cards and Bonnets</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. religious celebrations and being to explain what might happen during these celebrations Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> 
UW	<p>Museum visit- recycling</p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p>	<p>Past and Present- changes in ourselves</p> <p><i>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and</i></p>	<p>Recycling-Looking after our world</p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p>	<p>Fossils</p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i></p>	<p>Food chains</p> <p><i>Share their creations, explaining the process they have used; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Can say what plants need to survive Can talk about different life cycles Understands</i></p>	<p>Habitats- explore and create.</p> <p><i>- Explore the natural world around them, making observations and drawing pictures of animals and plants; Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p>

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	<p><i>Talk about local environments</i></p> 	<p><i>events encountered in books read in class and storytelling.</i>  <i>Can identify similarities and differences between homes in our country Can identify similarities and differences between homes in other countries</i>  <i>Explains how life may be different for other children Make comparisons between life for children in different countries</i></p> 	<p><i>Talk about local environments</i></p> 	<p><i>Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p> 	<p><i>the need to respect and care for the natural environment and all living things</i>  <i>Understand the effect of changing seasons on the natural world around, discussing when and how things grow</i></p> 	
EAD	<p><b>Owl babies- use different materials to make an owl baby</b>  <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</i>  <i>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> 	<p><b>Pastel drawings of dinosaurs</b>  <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i>  <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i>  <i>Begin to show accuracy and care when drawing.</i>  <i>Draws potato people (no neck or body) Draws people with increasing detail (bodies with limbs and additional features) Children can draw simple things from memory Children begin to draw self-portraits, landscapes and buildings/cityscapes</i></p> 	<p><b>Act out the story of Crunch munch dinosaurs lunch using role play and imagination.</b>  <i>Invent, adapt and recount narratives and stories with peers and their teacher;</i>  <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</i>  <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i>  <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>  <i>Use experiences and learnt stories to develop storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their teacher Take part in simple pretend play, using an object to represent something else even though they are not similar Make use of props and materials when role playing characters in narratives and stories</i></p> 	<p><b>Fossil making with salt dough</b>  <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i>  <i>Build simple models using a variety of resources</i>  <i>Build models which replicate those in real life using a variety of resources</i>  <i>Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay</i></p> 	<p><b>Create a class food chain to represent the dinosaur's diet</b>  <i>Share their creations, explaining the process they have used;</i>  <i>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>  <i>Explores the natural world around them, making observations and drawing pictures of animals and plants</i>  <i>Understand the effect of changing seasons on the natural world around, discussing when and how things grow</i>  <i>Can say what plants need to survive Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i>  <i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p> 	<p><b>Easter bonnet making</b>  <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i>  <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i>  <i>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> 
Music	<p><b>Listen and Respond - Lovely Day performed by Bill Withers</b>  <b>Explore and Create-</b> Using the games track, find the pulse in different ways  <b>Sing and Play - a.</b> Learn to sing and play Old Macdonald  <b>Share and Perform-</b> Share what you have learnt in the lesson  <i>Sing a range of well-known nursery rhymes and songs;</i>  <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i>  <i>sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following</i></p>	<p><b>Listen and Respond - Beyond The Sea sung by Robbie Williams</b>  <b>Explore and Create-</b> Create your own sounds (improvisation and composition with voices and/or instruments)  <b>Sing and Play</b> Listen to, sing along with and play with the action song The Wheels On The Bus  <b>Share and Perform-</b> Share what you have learnt in the lesson  <i>Sing a range of well-known nursery rhymes and songs;</i>  <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p>	<p><b>Listen and Respond - Mars from The Planets by Gustav Holst</b>  <b>Explore and Create-</b> Explore high and low (pitch and improvisation with voices)  <b>Sing and Play - a.</b> Learn to sing and play Old Macdonald  <b>Incy Wincy Spider</b>  <b>Baa Baa Black Sheep</b>  <b>Share and Perform-</b> Share what you have learnt in the lesson  <i>Sing a range of well-known nursery rhymes and songs;</i>  <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</i></p>	<p><b>Listen and Respond - Frogs' Legs and Dragons' Teeth by Bellowhead</b>  <b>Explore and Create-</b> Rhythm games (copycat)  <b>Sing and Play -</b> Listen to, sing along with and play with the action songs: The Hokey Cokey Share and Perform- Share what you have learnt in the lesson  <i>Sing a range of well-known nursery rhymes and songs;</i>  <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i>  <i>sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes</i></p>	<p><b>Listen and Respond - Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</b>  <b>Explore and Create-</b> Explore high and low (pitch and improvisation with voices)  <b>Sing and Play -</b> Learn to sing and play nursery rhyme/s Row, Row, Row Your Boat Share and Perform- Share what you have learnt in the lesson  <i>Sing a range of well-known nursery rhymes and songs;</i>  <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p>	<p><b>Listen and Respond - Singing In The Rain performed by Gene Kelly</b>  <b>Explore and Create-</b> Using a games track, find the pulse in different ways  <b>Sing and Play -</b> Learn to sing and play nursery rhyme/s Incy Wincy Spider Share and Perform- Share what you have learnt in the lesson  <i>Sing a range of well-known nursery rhymes and songs;</i>  <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p>

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	<p>the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i> <i>Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances</i></p>	<p>sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i> <i>Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances</i></p>	<p>sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i> <i>Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances.</i></p>	<p>and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i> <i>Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances</i></p>	<p>sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i> <i>Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances</i></p>	<p>sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i> <i>Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances</i></p>
<p>PE</p>	<p><b>Net/ wall skills - throwing, catching movement</b> <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm</i> Catching ball with both hands with feet stationary. Extends bent arms forward with feet stationary. Catches ball with hands away from body Trapping ball against chest with both hands. Extended arms forward. Catches ball against chest with arms and hands Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</p>	<p><b>Net/ wall skills - throwing, catching movement</b> <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm</i> Catching ball with both hands with feet stationary. Extends bent arms forward with feet stationary. Catches ball with hands away from body Trapping ball against chest with both hands. Extended arms forward. Catches ball against chest with arms and hands Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</p>	<p><b>Striking/Fielding skills- chasing, stopping, striking and running</b> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance different types of jumps landing safely. Jump on the spot moving from feet together to feet apart Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart</i> Throwing ball underarm while stepping forward on the same side. Swings throwing arm downward and forward without follow through Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm Walking forward, stopping and kicking the ball with follow through. Takes one or more steps towards the ball. Places support foot near ball with arm-leg oppositions. Straightens leg before touching the ball. Kicks the ball forward. Continues to move kicking leg forward after kick Walking forward, stopping and kicking the ball to a target</p>	<p><b>Striking/Fielding skills- chasing, stopping, striking and running</b> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance different types of jumps landing safely. Jump on the spot moving from feet together to feet apart Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart</i> Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm Throwing ball underarm with feet stationary. 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## Spring term planning

Characteristics of Effective Learning	The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are • Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go • Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do • Creating and Thinking Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.
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