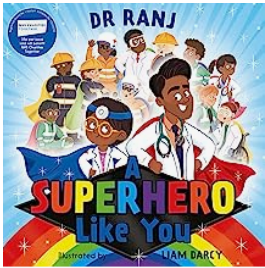


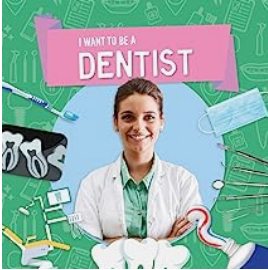

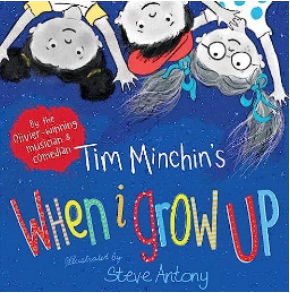






















Spring term planning						
	4 th -5 th Jan	8-12 th Jan	15 th - 19 th Jan	22 nd -26 th Jan	29 th Jan- 2 nd Feb	5 th – 9 th Feb
	World Braille Day – 4 th Jan		Martin Luther King Day – 15 th Jan	Burns Night 25 th Jan	World Ukulele Day – 2 nd Feb Little City UK – in school 29 th	Children’s mental health week Safer internet day – 6 th Charles dickens Day – 7 th Feb Chinese New Year 10 th Feb
Book Focus	A Superhero like you 	Emergency services Police/ medical/ fire 	Community helpers – Retail, waste collector, homeless charities etc. 	Health and Beauty Incl dentist 	Vets 	When I grow up 
Key vocabulary	Jobs, careers, community, occupation, doctor, teacher, lawyer, vet etc., help, save, rescue, hero	Nurse, police, doctor, firefighter, paramedic, midwife, ambulance, police car/van, fire engine, hose, save, help, water, prison, hero, medicine, treat, pharmacy, prescription	Shop, retail, keeper, help, support, work, town, collect, refuge, charity, recycle, support	Hygiene, dentist, beauty, beautician, hairdresser, customer, client, health, hero	Pets, medicine, doctor, treatment, save, animal, look after, care, vet, nurse.	Nurse, police, doctor, firefighter, paramedic, midwife, ambulance, police car/van, fire engine, hose, save, help, water, prison, hero, medicine, treat, pharmacy, prescription Shop, retail, keeper, support, work, town, collect, refuge, charity, recycle, Hygiene, dentist, beauty, beautician, hairdresser, customer, client, health, hero Pets, medicine, doctor, treatment, save, animal, look after, care
Literacy/ CL	What is a key worker? Talk about what a key worker is. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, 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>	Match the jobs to the person. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, 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>	Talk about who helps us in the community. Draw a picture of someone who helps us in the community. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes</i>	Design a new toothbrush. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, 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> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations,</i>	Role play – Vets. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>- Know some similarities and differences between the natural world around them and contrasting environments, 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>	Paint your dream job? What is it? <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and</i>

Spring term planning

	<p><i>Write recognisable letters, most of which are correctly formed</i> <i>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’.</i> <i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> 	<p><i>Write recognisable letters, most of which are correctly formed</i> <i>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’.</i> <i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> 	<p><i>in the natural world around them, including the seasons and changing states of matter.</i> <i>Write recognisable letters, most of which are correctly formed</i> <i>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’.</i> <i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> 	<p><i>explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</i> <i>Write recognisable letters, most of which are correctly formed</i> <i>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’.</i> <i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> 	<p><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>Write recognisable letters, most of which are correctly formed</i> <i>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’.</i> <i>Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</i></p> 	<p><i>changes in the natural world around them, including the seasons and changing states of matter.</i> <i>Write recognisable letters, most of which are correctly formed</i> <i>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’.</i> <i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title - Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> 
<p>Phonics</p> 	<p>To develop awareness of sounds and rhythms.</p> <ul style="list-style-type: none">• <i>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</i> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> <p><i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p>	<p>To distinguish between sounds and to remember patterns of sound and to distinguish musical instruments from voice sounds.</p> <ul style="list-style-type: none">• <i>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</i> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> <p><i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p>	<p>To understand speech sounds as distinct from other environmental sounds and to recognise that sentences are made up of individual words.</p> <ul style="list-style-type: none">• <i>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</i> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> <p><i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p>	<p>To develop awareness of the syllable structure of words.</p> <ul style="list-style-type: none">• <i>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</i> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> <p><i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p>	<p>To identify a target onset when provided orally by the adult.</p> <ul style="list-style-type: none">• <i>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</i> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> <p><i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p>	<p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <ul style="list-style-type: none">• <i>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</i> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> <p><i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p>
<p>Maths</p> 	<p>To compare capacity.</p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p> <p><i>Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p>	<p>To explore patterns.</p> <p><i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern</i></p> <p><i>Talk about and identify the patterns around them Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern</i></p>	<p>To copy an AB pattern.</p> <p><i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern</i></p> <p><i>Talk about and identify the patterns around them Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern</i></p>	<p>Number blocks episode 1</p> <p>Counting to 1</p> <p>Finding 1 object</p> <p>Representing 1 on a 5 frame</p> <p>A circle – 1 side</p> <p><i>Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</i></p> <p><i>Explore numbers with concrete objects - grouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes</i></p>	<p>Number blocks episode 2</p> <p>Counting to 2</p> <p>Finding 2 objects</p> <p>Representing 2 on a 5 frame</p> <p>A semi-circle – 2 sides shape</p> <p><i>Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</i></p> <p><i>Explore numbers with concrete objects - grouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes</i></p>	<p><i>Recap and review learning</i></p>

Spring term planning

PSED	<p>I understand what a challenge means.</p> <ul style="list-style-type: none">• <i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i> <p><i>Use an adult to support conflict and to find a mutual resolution</i></p> <p><i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i></p>	<p>I can keep trying until I can do something.</p> <p><i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</i></p> <p><i>Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource</i></p> <p><i>Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings</i></p> <p><i>Completes most self-care tasks with minimal adult support.</i></p>	<p>I can set a goal and work towards it.</p> <p><i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</i></p> <p><i>Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource</i></p> <p><i>Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings</i></p> <p><i>Completes most self-care tasks with minimal adult support.</i></p>	<p>I know some kind words to encourage people with.</p> <p><i>Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i></p> <p><i>Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling.</i></p> <p><i>Shows an interest in other children and/or their play</i></p> <p><i>Engages with others through gestures, gaze and talk</i></p> <p><i>Plays alongside other children</i></p> <p><i>Feel safe to express a range of emotions</i></p> <p><i>Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears</i></p> <p><i>Begin to use limited emotional language about themselves e.g. I’m sad/ happy/angry</i></p>	<p>I can start to think about the jobs I might do when I am older.</p> <p><i>Develop their sense of responsibility and membership of a community.</i></p> <p><i>Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.</i></p> <p><i>Show likes and preferences</i></p> <p><i>Able to choose what they prefer from a range of activities or resources</i></p> <p><i>Begin to understand that their choices can be different or the same as their peers</i></p> <p><i>willing to try new things</i></p> <p><i>Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors</i></p> <p><i>Build and develop their own ideas, testing and considering other possibilities</i></p>	<p>I can feel proud when I achieve a goal.</p> <p><i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i></p> <p><i>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</i></p> <p><i>Find ways to calm themselves, through being calmed and comforted by their key person</i></p> <p><i>Begin to selfsoothe without the need of a key worker e.g. soft toy, special place, playing</i></p> <p><i>Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse to snatch</i></p> <p><i>Feel safe to express a range of emotions</i></p> <p><i>Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears</i></p> <p><i>Begin to use limited emotional language about themselves e.g. I’m sad/ happy/angry</i></p>
RE						
		<p>Epiphany</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;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> <p><i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p>	<p>Epiphany</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;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> <p><i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p>	<p>Buddhism</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;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> <p><i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p>	<p>Chinese New Year</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;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></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</i></p> <p><i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p>	<p>Chinese New Year</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;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></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</i></p> <p><i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p>
						
UW	<p><i>Braille Day – supporting inclusion.</i></p> <p><i>Build constructive and respectful relationships.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Show resilience and perseverance in the face of challenge.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Think about the perspectives of others.</i></p> <p><i>See themselves as a valuable Individual</i></p>	<p><i>What service to approach in an emergency.</i></p> <p><i>Build constructive and respectful relationships.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Show resilience and perseverance in the face of challenge.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Think about the perspectives of others.</i></p>	<p><i>Who is martin Luther King?</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></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.</i></p> <p><i>.Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Form lower-case and capital letters correctly.</i></p>	<p><i>Burns night- who celebrates and what is it?</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <ul style="list-style-type: none">• <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i></p>	<p><i>Little city jobs in the community.</i></p> <p><i>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</i></p>	<p><i>Chinese New Year</i></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.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</i></p>

Spring term planning

	<i>Develop positive attitudes about differences between people. Begin to understand how others might be feeling. Begin to show an awareness of other children’s feelings. Notice and ask questions about differences between people.</i>	<i>See themselves as a valuable Individual. Develop positive attitudes about differences between people Able to discuss different occupations of family members. Talk about the lives of the people around them and their roles in society. Show an interest in different occupations. Talks about a wider range of occupations.</i>	<ul style="list-style-type: none">• <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i>•<i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i> <i>Know some similarities and Differences between things in the past and now, drawing on their experiences and what has been read in class Compare and contrast characters from stories, including figures from the past Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Write recognisable letters, most of which are correctly formed 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’. Begin to use capital letters, finger spaces and full stops when writing sentences.</i>	<i>Develop positive attitudes about differences between people. Can name the some of the countries that make up the UK and at least 2 other countries. Can articulate some religious celebrations and being able to explain what might happen during these celebrations. Comments on recent pictures of experiences in their own life e.g., “this was me at the farm”. Comments on images of familiar experiences (Holidays, visiting the park and going to the dentist).</i>	<i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 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. Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, 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. Write recognisable letters, most of which are correctly formed 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’. Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title - Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i>	<i>and (when appropriate) maps. Develop positive attitudes about differences between people</i>
<div>EAD</div> <div><div>Generate</div></div>	<p>Paint your dream job</p> <p><i>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 spoons.</i></p> <p><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></p> <p><i>Can hold a paintbrush in the palm of their hand to create marks. Use pre-made paints. Can name primary colours. Can mix primary colours to appropriate consistency, beginning to use thin brushes to add details to paintings. Can hold a paintbrush using a tripod grip. Paintings show greater attention to detail. Makes marks, draws circles and lines. Children can draw things they observe. Draws faces with features and gives meaning to marks. Draws potato people. Children can draw simple things from memory.</i></p>	<p>Junk modelling of emergency service vehicle</p> <p><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></p> <p><i>Use glue sticks to join items with support. Use glue spatulas to join items with support. Use glue sticks and spatulas to join independently. Joins items with masking tape.</i></p> <p><i>Explore different materials freely in order to develop their ideas about how to use them and what to make. Develop their own ideas and decide which materials to use to express them. Make informed choices of which materials is best to use when junk modelling. Create a model with one texture. Add additional textures to models.</i></p>	<p>Class collage of a community scene using a range of materials and manipulation techniques</p> <p><i>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 spoons.</i></p> <p><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></p> <p><i>Create a model with one texture. Add additional textures to models. Use glue sticks to join items with support. Use glue spatulas to join items with support. Use glue sticks and spatulas to join independently. Joins items with masking tape.</i></p> <p><i>Explore different materials freely in order to develop their ideas about how to use them and what to make. Develop their own ideas and decide which materials to use to express them. Show an interest in different occupations. Talks about a wider range of occupations.</i></p>	<p>Design a new toothbrush and toothpaste to sell.</p> <p><i>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 spoons.</i></p> <p><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></p> <p><i>Can hold a paintbrush in the palm of their hand to create marks. Use pre-made paints. Can name primary colours. Can mix primary colours to appropriate consistency, beginning to use thin brushes to add details to paintings. Can hold a paintbrush using a tripod grip. Paintings show greater attention to detail. Makes marks, draws circles and lines. Children can draw things they observe. Draws faces with features and gives meaning to marks. Draws potato people. Children can draw simple things from memory. Draw designs before making models.</i></p>	<p>Participate in role play discussions, presentations and performances.</p> <p><i>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</i></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. Play with familiar small world equipment. Use own experiences to develop storylines. Use experiences and learnt stories to develop storylines in their pretend play. Take part in simple pretend play, using an object to represent something else even though they are not similar.</i></p>	<p>Chinese lantern making</p> <p><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></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 Create a model with one texture. Add additional textures to models. Use glue sticks to join items with support. Use glue spatulas to join items with support. Use glue sticks and spatulas to join independently. Joins items with masking tape. Explore different materials freely in order to develop their ideas about how to use them and what to make. Develop their own ideas and decide which materials to use to express them. Show an interest in different occupations. Talks about a wider range of occupations.</i></p>

Spring term planning

<div>Music</div> <div></div>	<div>Listen and Respond: We are Family. Explore: Finding the Pulse Sing: Wind the bobbin up. Perform- What you have learnt in the lesson. <i>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></div> <div>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></div>	<div>Listen and Respond: Thula Baba-South African Lullaby. Explore & Create:Create your own sounds (improvisation and composition with voices and/or instruments) Sing & Play Learn to sing and play the nursery rhyme Rock-A-Bye Baby. Perform- What you have learnt in the lesson. <i>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></div> <div>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></div>	<div>Listen & Respond: ABC Jackson 5. Explore & Create: Rhythm games (copycat). Sing and Play: .Listen to sing along with and play with the action song If You’re Happy And You Know It. Perform- What you have learnt in the lesson <i>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></div> <div>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></div>	<div>Listen & respond: My Mum is Amazing by Zain Bhikha. Explore & create: Using a games track, find the pulse in different ways. Sing & Play: Listen to sing along with and play with the action songs: Options: If you’re happy and you know it/Head, Shoulders, Knees and Toes. Perform- What you have learnt in the lesson <i>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></div> <div>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></div>	<div>Listen & respond: Conga b Miami Sound Machine. Explore & create: Rhthym games (copy cat). Learn to sing and play nursery rhyme/s Five Little Monkeys. Perform: What have you learnt in the lesson <i>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></div> <div>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></div>	<div>Listen & respond: Mozart’s Horn Concerto no 4 - Rondo. Explore & create: Create your own sounds (improvisation and composition with voices and/or instruments). Sing and Play: a. Learn to sing and play nursery rhyme/s Options: Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Twinkle, Little Star <i>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></div> <div>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></div>
<div>PE</div> <div></div>	<div>Dance - Movement to music, space and emotions. <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody <i>Explore and engage in music making and dance, performing solo or in groups</i></div> <div><i>Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and ‘performing’</i></div>	<div>Dance - Movement to music, space and emotions. <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody <i>Explore and engage in music making and dance, performing solo or in groups</i></div> <div><i>Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and ‘performing’</i></div>	<div>Dance - Movement to music, space and emotions. <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody <i>Explore and engage in music making and dance, performing solo or in groups</i></div> <div><i>Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and ‘performing’</i></div>	<div>Multi-skills- running, jumping, throwing, chasing, tagging, and racing <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Once established on 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 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</i></div>	<div>Multi-skills- running, jumping, throwing, chasing, tagging, and racing <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Once established on 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 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</i></div>	<div>Multiskills- running, jumping, throwing, chasing, tagging, and racing <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Once established on 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 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</i></div>

Spring term planning

				<i>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>	<i>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>	<i>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>
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.					