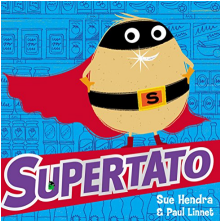

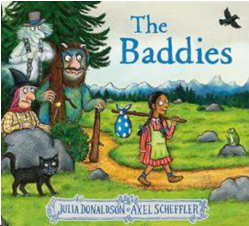
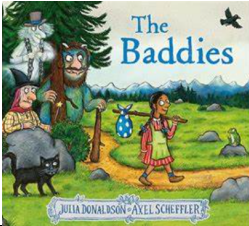
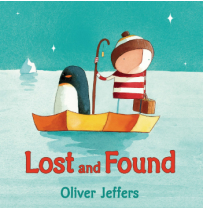
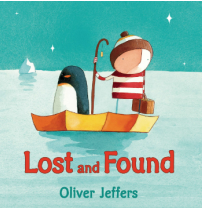





















































Spring term planning						
	19 th – 23 rd February 2023	26 th February – 1 st March	4 th – 8 th March	11 th – 15 th March	18 th – 22 nd March	25 th – 29 th March
Events		St David’s Day – 1 st March	World Book Day – 7 th March International Women’s Day – 8 th March Mothers Day – 10 th March	British Science Week St Patricks Day – 17 th March	Global recycling day – 18 th March World poetry & Early Music Day – 21 st March	Good Friday 29 th March
Book Focus	<div>Supertato</div> 	<div>Supertato</div> 	<div>The Baddies</div> 	<div>The Baddies</div> 	<div>Lost and Found</div> 	<div>Lost and Found</div> 
Key vocabulary	Superhero, hero, rescue, Potato, vegetables, Evil, save, story, supermarket, shelves, pea, Broccoli, Conveyer belt, Blueberries, Orange, Grapefruit, Aubergine, Tomato, Carrot	Superhero, hero, rescue, Potato, vegetables, Evil, save, story, supermarket, shelves, pea, Broccoli, Conveyer belt, Blueberries, Orange, Grapefruit, Aubergine, Tomato, Carrot	Baddies, mean, nasty, Ghost, Witch, Troll, Bad, Fight, Worst, Girl, Cottage, Scare, Big, Brave	Baddies, mean, nasty, Ghost, Witch, Troll, Bad, Fight, Worst, Girl, Cottage, Scare, Big, Brave	Boy, penguin, birds, South Pole, rowboat, waves, umbrella, duck, friends, help,	Boy, penguin, birds, South Pole, rowboat, waves, umbrella, duck, friends, help,
Literacy/ CL	<p>Make and describe your own Supertato.</p> <p><i>Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</i></p> <p><i>Describe events in some detail.</i></p> <div></div>	<p>Class story map- retelling key parts if the Supertato story.</p> <p><i>Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</i></p> <p><i>Describe events in some detail.</i></p>	<p>Create your own baddie and talk about them.</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>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’.</i></p> <p><i>Instruction Writing – Learn and retell simple instructions Children to learn that instructions use: -A title -Time connectives. -Short, clear direct sentences -Imperative (bossy) language</i></p> <div></div>	<p><i>How can you be a good friend? Role play acting how to be a good friend.</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>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’.</i></p> <p><i>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</i></p> <p><i>Recount writing – Learn and retell simple recounts Children to learn that recounts: -Retell experiences in sequence -Use the past tense -Use time connectives</i></p> <p><i>Links: – PSED - br</i></p> <div></div>	<p><i>Draw pictures of what the boy and penguin would need to take in their suitcase.</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>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i></p> <p><i>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’.</i></p> <p><i>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</i></p>	<p>Draw and picture of the penguin and describe him.</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>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i></p> <p><i>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</i></p> <p><i>Links: – UtW - nw</i></p> <div></div>
Phonics	<div></div> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p>	<p>To increase awareness of words that rhyme and to develop knowledge about rhyme.</p> <p><i>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise</i></p>	<p>To distinguish between the differences in vocal sounds,</p> <p><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>	<p>To recognise an initial sound.</p> <p><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> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i></p> <p><i>Count or clap</i></p>	<p>To know that words can begin with the same sound.</p> <p><i>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise</i></p>	<p>Review</p> <p><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>

Spring term planning

	<ul style="list-style-type: none">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 <p>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’) Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard 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</p>	<p>words with the same initial sound, such as money and mother</p> <p>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’) Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard 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</p>	<p>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’) Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard 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</p>	<p>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’) Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard 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</p>	<p>words with the same initial sound, such as money and mother</p> <p>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’) Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard 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</p>	<p>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’) Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard 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</p>
<p>Maths</p>  	<p>Number blocks episode 3</p> <p>Counting to 3</p> <p>Finding 3 objects</p> <p>Representing 3 on a 5 frame</p> <p>A triangle – 3 sides shape</p> <p>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’).</p> <p>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</p>	<p>Length Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter Breadth – wider, narrower</p> <p>Make comparisons between objects relating to size, length, weight and capacity. Show an awareness of comparison in estimating and predicting Compare some types of measures</p>	<p>Height Encourage them to use more specific mathematical vocabulary in relation to height – taller, shorter</p> <p>Make comparisons between objects relating to size, length, weight and capacity. Show an awareness of comparison in estimating and predicting Compare some types of measures</p>	<p>Number blocks episode 4</p> <p>Counting to 4</p> <p>Finding 4 objects</p> <p>Representing 4 on a 5 frame</p> <p>Squares and rectangles, 4 sided shapes including in the environment</p> <p>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’).</p> <p>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 Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities</p>	<p>Number blocks episode 5</p> <p>Counting to 5</p> <p>Finding 5 objects</p> <p>Representing 5 on a 5 frame</p> <p>Pentagons, 5 sided shapes including in the environment</p> <p>5 actions e.g., 5 hops, 5 jumps, 5 claps</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • 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’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than</p> <p>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 Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities</p>	<p>Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.</p> <p>Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight.</p> <p>Make comparisons between objects relating to size, length, weight and capacity Show an awareness of comparison in estimating and predicting Compare some types of measures</p>
<p>PSED</p>	<p>I understand that I need to exercise to keep my body healthy.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Completes most self-care tasks with minimal adult support Can complete new activities</p>	<p>I understand how moving and resting are good for my body.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Completes most self-care tasks with minimal adult support Can complete new activities</p>	<p>I know which foods are healthy and not healthy and can make healthy eating choices.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>I know how to help myself go to sleep and I understand why sleep is good for me.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</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>Manage their own basic hygiene and personal needs, including dressing, going to</p>	<p>I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p>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</p>

Spring term planning

	<p><i>without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <div></div>	<p><i>without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <div></div>	<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> <div></div>	<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> <div></div>	<p><i>the toilet and understanding the importance of healthy food choices</i> <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> <div></div>	<p><i>choices and why Identify and moderate their own responses socially and emotionally.</i></p> <div></div>
RE	<p>Story of Owl babies - new life focus <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> <div></div>	<p>Baby animals <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> <div></div>	<p>Easter Story <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> <div></div>	<p>Easter Story <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> <div></div>	<p>Stained Glass Crosses <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; Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> <div></div>	<p>Easter Cards and Bonnets <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> <div></div>
UW	<p>Map making – Supermarket <i>Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Modified Tripod Grasp Dynamic Tripod Grasp Write recognisable letters, most of which are correctly formed Write simple captions and phrases by identifying sounds in them and prepresentlg the sounds with a letter or letters. Spell phase 2 tricky words correctly</i></p>	<p>St David’s Day – Who celebrates it? <i>Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 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. Explain some similarities and differences between life in this country and</i></p>	<p>International Women’s day <i>Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 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. 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>STEM week activities St Patricks Day – celebration <i>Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 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. Explain some similarities and differences between life in this country and</i></p>	<p>Why do we recycle? <i>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Use pictures to compare and contrast environments around the world</i></p>	<p>Easter Story <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. Compare and contrast characters from stories, including figures from the past. Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Knows why religious venues are special and who goes there Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p>

Spring term planning

		<p><i>life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i></p> <p><i>Can name the some of the countries that make up the UK and at least 2 other countries</i></p> <p><i>Can identify similarities and Differences between homes in our country Can identify similarities and Differences between homes in other countries Use pictures to compare and contrast environments around the world</i></p>	<p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p>Talk about the lives of the people around them and their roles in society</p> <p><i>Compare and contrast characters from stories, including figures from the past</i></p> <p><i>Can name the some of the countries that make up the UK and at least 2 other countries</i></p>	<p><i>life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i></p> <p><i>Can name the some of the countries that make up the UK and at least 2 other countries</i></p> <p><i>Can identify similarities and Differences between homes in our country Can identify similarities and Differences between homes in other countries Use pictures to compare and contrast environments around the world</i></p>		
EAD	<p>Owl babies- use different materials to make an owl baby</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; - Make use of props and materials when role playing characters in narratives and stories.</i></p> <p><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>Collage daffodils</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; Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to show accuracy and care when drawing.</i></p> <p><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>Mother’s day card making – paintings of important women in your life.</p> <p><i>Invent, adapt and recount narratives and stories with peers and their teacher; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><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>Make shamrocks.</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; Build simple models using a variety of resources Build models which replicate those in real life using a variety of resources Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay</i></p>	<p>Make an igloo.</p> <p>Share their creations, explaining the process they have used;</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><i>Explores the natural world around them, making observations and drawing pictures of animals and plants Understand the effect of changing seasons on the natural world around, discussing when and how things grow 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 Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p>	<p>Easter bonnet 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; 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; 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>Listen and Respond - Lovely Day performed by Bill Withers</p> <p>Explore and Create- Using the games track, find the pulse in different ways</p> <p>Sing and Play - a. Learn to sing and play Old Macdonald</p> <p>Share and Perform- Share what you have learnt in the lesson</p> <p><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></p> <p><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 and songs. Perform songs, rhymes,</i></p>	<p>Listen and Respond - Beyond The Sea sung by Robbie Williams</p> <p>Explore and Create- Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p>Sing and Play Listen to, sing along with and play with the action song The Wheels On The Bus</p> <p>Share and Perform- Share what you have learnt in the lesson</p> <p><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></p> <p><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>Listen and Respond - Mars from The Planets by Gustav Holst</p> <p>Explore and Create- Explore high and low (pitch and improvisation with voices)</p> <p>Sing and Play - a. Learn to sing and play Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Share and Perform- Share what you have learnt in the lesson</p> <p><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></p> <p><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>Listen and Respond - Frogs’ Legs and Dragons’ Teeth by Bellowhead</p> <p>Explore and Create- Rhythm games (copycat)</p> <p>Sing and Play - 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</p> <p><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></p> <p><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 and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></p>	<p>Listen and Respond - Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</p> <p>Explore and Create- Explore high and low (pitch and improvisation with voices)</p> <p>Sing and Play - Learn to sing and play nursery rhyme/s Row, Row, Row Your Boat Share and Perform- Share what you have learnt in the lesson</p> <p><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></p> <p><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</i></p>	<p>Listen and Respond - Singing In The Rain performed by Gene Kelly</p> <p>Explore and Create- Using a games track, find the pulse in different ways</p> <p>Sing and Play - Learn to sing and play nursery rhyme/s Incy Wincy Spider Share and Perform- Share what you have learnt in the lesson</p> <p><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></p> <p><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</i></p>

Spring term planning

	<p>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>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><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 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 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> <div></div>	<p>Net/ wall skills - throwing, catching movement <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>Net/ wall skills - throwing, catching movement <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>Striking/Fielding skills- chasing, stopping, striking and running <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. 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 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>Striking/Fielding skills- chasing, stopping, striking and running <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. 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 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>Striking/Fielding skills- chasing, stopping, striking and running <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. 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 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>Striking/Fielding skills- chasing, stopping, striking and running <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. 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 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>Characteristics of Effective Learning</p>	<p>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</p> <ul style="list-style-type: none">• 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. <p>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.</p>					