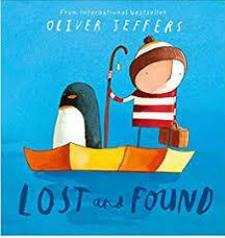
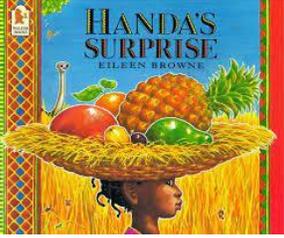
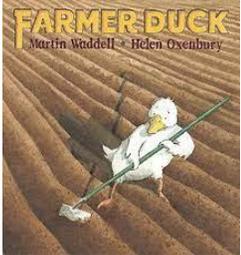
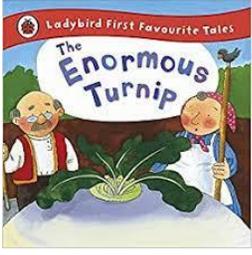


**In the Spring term, children will be learning:**

<p><b>Skills for Life</b></p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p><b>CoEL</b></p> <p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>- Finding out and exploring</li> <li>- Playing with what they know</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>- Being involved and concentrating</li> <li>- Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>- Having their own ideas</li> </ul>	<p><b>Childhood Experiences</b></p> <ul style="list-style-type: none"> <li>- Explore snow and changes to ice (L&amp;F)</li> <li>- Build boats (L&amp;F)</li> <li>- Find own way with a map (L&amp;F)</li> <li>- Chinese New Year Party</li> <li>- Fruit tasting (Handa)</li> <li>- Visit a virtual farm (FD)</li> <li>- Make pizza using various vegetables (ET)</li> <li>- -Make a home for a wild animal (outdoor)</li> <li>-</li> </ul>	<p><b>KSU Passports</b></p> 
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**Core Books**

				
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<p>Communication and Language</p>	<p>This term, we will continue to embed specific skill-based intervention and Quality First Teaching to support with speech, language and other developmental needs identified during Autumn term. through the Launch Pad for Literacy assessment tool. We will explore a range of traditional tales and this will provide us with a valuable means to use language to imagine and recreate roles and experiences in play situations. We will develop our ability to listen in larger groups, when distractions are minimised, and to listen to instructions without having to stop what we are doing.</p>			
	<ul style="list-style-type: none"> <li>- Embed expectations for listening to practitioners and peers</li> <li>- Introduce new vocabulary using language plans to support</li> <li>- Encourage children to access story maps for our key text during environment time</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce new vocabulary using language plans to support</li> <li>- Encourage children to use new language in context (particularly adjectives that describe fruits from the story)</li> <li>- Play, "guess the fruit",</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce new vocabulary using language plans to support</li> <li>- Encourage children to use new language in context and make links to language learned when discussing harvest</li> <li>- Play turn taking games to encourage communication</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce new vocabulary using language plans to support</li> <li>- Encourage children to use new language in context</li> <li>- Develop 'listening while doing' through craft and cooking activities, such as making a pizza</li> <li>-</li> </ul>

	<p>(created by the class in literacy sessions)</p> <ul style="list-style-type: none"> <li>- Encourage children to utilise props to aid their story retells</li> <li>- Play games that support with listening linked to whole class skills builder activities</li> </ul>	<p>encouraging children to use new vocabulary to describe the fruits</p>	<p>such as snakes and ladders</p> <ul style="list-style-type: none"> <li>- Recount the daily life of a farmer in order, using appropriate time adverbials</li> <li>- Discuss how characters feel at different points in the story, encouraging the children to answer problem-solving questions.</li> </ul>	
Personal, Social and Emotional Development	<p>This term, as confidence grows, we continue to give new things a go. To extend our social skills we focus especially on turn taking and co-operation with others.</p>			
	<ul style="list-style-type: none"> <li>- Follow the medium term plan from Jigsaw</li> <li>- Utilise Thrive activities to address arising issues and developmental gaps identified within each individual group</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the medium term plan from Jigsaw</li> <li>- Utilise Thrive activities to address arising issues and developmental gaps identified within each individual group</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the medium term plan from Jigsaw</li> <li>- Utilise Thrive activities to address arising issues and developmental gaps identified within each individual group</li> <li>- Play turn taking games to encourage communication such as snakes and ladders</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the medium term plan from Jigsaw</li> <li>- Utilise Thrive activities to address arising issues and developmental gaps identified within each individual group</li> <li>- Explore team working in the mud kitchen - work together to create a meal</li> </ul>
Physical Development	<p>We will be using whole class sessions in the large space of the school hall to focus on ball skills, and moving with confidence and care. We develop our gross motor skills through access to our Outdoor Play and Learning curriculum (OPAL). Fine motor control will be reinforced, for example by letter formation activities, learning to draw more complex objects, using a range of wrist movements, and the safe use of scissors to cut straight lines. Children with developmental gaps in their fine motor skills (identified through Launchpad for Literacy tool in Autumn term) will participate in a motor skills intervention group.</p>			
	<ul style="list-style-type: none"> <li>- Follow the medium term plan for Physical Education lessons.</li> <li>- Model correct letter formation and provide a range of tools to encourage writing</li> <li>- Outdoor environment will be set up to practise skills taught in PE lessons</li> <li>- Model drawing complex drawings, for example, the boat from Lost and Found.</li> </ul>	<ul style="list-style-type: none"> <li>- . Follow the medium term plan for Physical Education lessons.</li> <li>- Model correct letter formation and provide a range of tools to encourage writing</li> <li>- Outdoor environment will be set up to practise skills taught in PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the medium term plan for Physical Education lessons.</li> <li>- Model correct letter formation and provide a range of tools to encourage writing</li> <li>- Outdoor environment will be set up to practise skills taught in PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the medium term plan for Physical Education lessons.</li> <li>- Model correct letter formation and provide a range of tools to encourage writing</li> <li>- Outdoor environment will be set up to practise skills taught in PE lessons</li> </ul>

Literacy	<p>Daily phonics sessions continue this term, focusing on revisiting and securing Set 1 letters from the Read, Write Inc programme and learning Set 2. Blending and segmenting of simple words using these sounds are reinforced daily through Fred games. Sounds are recapped consistently through Pinny Time. Opportunities to bridge Early Literacy skills identified through Launch Pad during Autumn term are planned for. This is done through informed intervention. Regular story sessions play an important part of the day where both new and familiar stories are shared.</p>			
<ul style="list-style-type: none"> <li>- Retell familiar and key text stories, using books, story maps and props as visual cues.</li> <li>- draw story maps for key texts</li> <li>- Order pictures from the key text</li> <li>- Read and write CVC words</li> <li>- Hold a sentence and repeat back orally</li> <li>- Write simple captions and sentences about pictures from the story</li> <li>- To use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</li> <li>- To answer questions related to characters or events within a familiar story, e.g. how do you think the penguin felt when he was alone at the South Pole?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Retell familiar and key text stories, using books, story maps and props as visual cues.</li> <li>- draw story maps for key texts</li> <li>- Order pictures from the key text</li> <li>- Read and write CVC words</li> <li>- Hold a sentence and repeat back orally</li> <li>- Write simple captions and sentences about pictures from the story</li> <li>- To use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</li> <li>- To answer questions related to characters or events within a familiar story, e.g. why did handa get a surprise at the end of the story?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Retell familiar and key text stories, using books, story maps and props as visual cues.</li> <li>- draw story maps for key texts</li> <li>- Order pictures from the key text</li> <li>- Hold a sentence and repeat back orally</li> <li>- Write captions and sentences for a range of purposes</li> <li>- To use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</li> <li>- Order pictures from the story</li> <li>- Write character list</li> <li>- Write a recount of a day in the life of a farmer</li> </ul>	<ul style="list-style-type: none"> <li>- Retell familiar and key text stories, using books, story maps and props as visual cues.</li> <li>- draw story maps for key texts</li> <li>- Order pictures from the key text</li> <li>- Hold a sentence and repeat back orally</li> <li>- Write captions and sentences for a range of purposes</li> <li>- To use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</li> <li>- Order pictures from the story</li> <li>- Write a shopping list of ingredients</li> <li>- Write a recount of how to make a pizza</li> </ul>	
Mathematics	<p>We continue to follow the NCETMs Mastering Number maths scheme in the Spring Term. Our maths provision is underpinned by the counting principles (the one-to-one principle, the stable-order principle, the cardinal principle, the abstraction principle and the order-irrelevance principle). Children continue to be encouraged to use manipulatives to support their mathematical understanding. These include Numicon, Quisenaire rods and Rekenrek, as well as open-ended, natural resources.</p>			
<ul style="list-style-type: none"> <li>- Subitising</li> <li>- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>- experience patterns which show a small group and '1 more'</li> <li>- continue to match arrangements to finger patterns.</li> <li>- .Cardinality</li> <li>- continue to develop verbal counting to 20 and beyond</li> </ul>	<ul style="list-style-type: none"> <li>- Subitising</li> <li>- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> <li>- Cardinality</li> <li>- continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>- become more familiar with the counting pattern beyond 20.</li> <li>- Composition</li> <li>- explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> </ul>			

	<ul style="list-style-type: none"> <li>- continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>- continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>- order numbers, linking cardinal and ordinal representations of number.</li> <li>- Composition</li> <li>- continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5</li> <li>- explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>- begin to see that numbers within 10 can be composed of ‘5 and a bit’.</li> <li>- Comparison</li> <li>- continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>- continue to compare sets by matching, identifying when sets are equal</li> <li>- explore ways of making unequal sets equal.</li> <li>- Pattern</li> <li>- Continue an ABC, ABB, AABB and ABBC pattern at least 3 times.</li> <li>- Identify the rule of the pattern.</li> <li>- Shape and space</li> <li>- Children are increasingly familiar with and use language to describe the properties: curvedness, number of sides and corners (2D), faces, vertices, edges (3D),</li> <li>- Children recognise and use informal language to describe the properties/ differences of triangles and rectangles in a range of representations and orientations (not always as regular shapes) e.g. pointy, thin, fat</li> <li>- Children know that a square is a type of rectangle.</li> <li>- Children are exposed to equal sides, parallel sides,</li> </ul>	<ul style="list-style-type: none"> <li>- begin to link even numbers to doubles</li> <li>- begin to explore the composition of numbers within 10.</li> <li>- Comparison</li> <li>- compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system.</li> <li>- Pattern</li> <li>- Continue an ABC, ABB, AABB and ABBC pattern.</li> <li>- Continue the pattern at least 3 times.</li> <li>- Identify the rule of the pattern.</li> <li>- Shape and space</li> <li>- Children are increasingly familiar with and use language to describe the properties: curvedness, number of sides and corners (2D), faces, vertices, edges (3D),</li> <li>- Children recognise and use informal language to describe the properties/ differences of triangles and rectangles in a range of representations and orientations (not always as regular shapes) e.g. pointy, thin, fat</li> <li>- Children know that a square is a type of rectangle.</li> <li>- Children are exposed to equal sides, parallel sides,</li> </ul>
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Understanding the World	<p>During outdoor learning, we look for changes that occur during Spring to support our scientific understanding. Children are encouraged to be curious and to ask questions – stimulating a sense of excitement about natural phenomena and developing the foundations of scientific enquiry. We find out about different festivals such as Chinese New Year and Easter and how people celebrate them. We consider how our world (in relation to where we live, our families and ourselves) compares to those living in other places.</p>			
	<ul style="list-style-type: none"> <li>- Celebrate Chinese New Year</li> <li>- Notice changes in the natural environment, such as how ice melts</li> <li>- Discuss the similarities and differences between life in the UK and other places (link to South Pole)</li> </ul>	<ul style="list-style-type: none"> <li>- Notice changes in the natural world, such as how the flowers begin to bloom in the garden</li> <li>- Discuss the similarities and differences between the South Pole, the UK and Africa.</li> <li>- Explore familiar and new</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the life of a farmer, making links to Harvest from Autumn term</li> <li>- Recount a farmer’s daily routine in order</li> <li>- Plant seeds/bulbs/potatoes in the garden</li> </ul>	<ul style="list-style-type: none"> <li>- Celebrate Easter</li> <li>- Learn about the importance of hygiene in relation to cooking</li> <li>- Learn about the safety aspects of cooking</li> <li>- Visit a shop to collect ingredients, participating in the act of buying items</li> </ul>

	<ul style="list-style-type: none"> <li>- Learn the animals that live in the South Pole</li> <li>- Make predictions in relation to floating and sinking</li> <li>- Talk about places near and far</li> </ul>	<ul style="list-style-type: none"> <li>- fruits through senses</li> <li>- Talk about places near and far</li> <li>- Make predictions about weight (fruit)</li> </ul>		(using money/card)
Expressive arts and design	Through stories, role play and small world play, we extend opportunities to explore imagination. Creative materials such as paint, dough and collage are used to explore colour and texture. We learn about famous artists and use their work as inspiration when creating. Music and movement experiences are ongoing too, through the use of instruments and regular songs and rhymes. Through outdoor learning and time spent in the STEM Hub, we explore the world of engineering and what it means to be an engineer.			
	<ul style="list-style-type: none"> <li>- Use junk modelling to design and build a boat</li> <li>- Continue exploring open-ended resources in the workshop, and how to use them appropriately and for a purpose</li> <li>- Children introduced to a range of sketching resources, and how to use these for a purpose</li> <li>- Begin exploring how to change the texture of paint using a range of materials</li> </ul>	<ul style="list-style-type: none"> <li>- Design and build a basket suitable to carry fruit, refining methods of joining different materials</li> <li>- Listen to traditional African music and explore African musical instruments</li> <li>- Take part in an 'African Choir' experience (similar to Pearl of Africa)</li> <li>- Design and make traditional African clothing, selecting textiles for a purpose</li> <li>- Recreate scenes from Handa's surprise.</li> </ul>	<ul style="list-style-type: none"> <li>- Use small world figures and natural resources to construct a farm scene and act out a narrative</li> <li>- Learn a range of rhymes and songs related to vegetables, following on from those learned during Harvest</li> <li>- Paint animals from the story in creasing detail, making selections about the type of paint, size of brush and type of brushstroke to use.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the experience of visiting a shop to act out shopping scenes</li> <li>- Use the kitchen (and mud kitchen) to create a range of dishes, drawing upon knowledge of food from different cultures and places (Chinese New Year, African food, man-made food, grown food)</li> <li>- Complete observational drawings of vegetables</li> <li>- Easter cards</li> </ul>