


In the Spring term children will be learning:

<p><b>Skills for Life:</b></p> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Team Work</li> <li>- Resilience</li> <li>- Being Safe</li> </ul>	<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.</li> <li>- Find own way with a map.</li> <li>- Make a home for a wild animal.</li> </ul>	<p><b>Reading for Pleasure:</b></p> <ul style="list-style-type: none"> <li>- Lost and Found</li> <li>- Handa's Surprise</li> <li>- Farmer Duck</li> <li>- The enormous turnip</li> </ul>	<p><b>KSU Passports:</b></p> 
<p><b>Personal, Social and Emotional Development</b></p>	<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> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>• To use words to negotiate rather than actions.</li> <li>• To understand that my actions affect others.</li> <li>• To be willing to participate in a wide range of activities.</li> <li>• To learn to adapt my behaviour to changes in routine or different social situations.</li> <li>• To develop confidence in asking adults for help.</li> <li>• To show care and concern for younger children and my friends if they are upset.</li> <li>• To initiate conversations with others and take account of what they say.</li> </ul>			
<p><b>Communication and Language</b></p>	<p>This term, we will explore a range of traditional tales and rhymes and this will provide us with a valuable means to use language to imagine and recreate roles and experiences in play situations.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>• To listen in larger groups, when distractions are minimised.</li> <li>• To listen to instructions without having to stop what I am doing.</li> <li>• To understand and follow instructions containing words related to time such as 'before,' 'after,' 'first,' 'last' and 'later.'</li> <li>• To answer simple problem solving questions, for example "What do you do when you're hungry/cold?"</li> <li>• To use a range of tenses, and understand grammatical rules.</li> <li>• To use language to describe what I am going to do and how I am going to do it.</li> <li>• To recount simple, past events in the right order.</li> <li>• To use most consonants consistently.</li> </ul>			
<p><b>Physical Development</b></p>	<p>This term, our PE lessons focus on large apparatus, moving with confidence and care. Through our work on "Healthy Me" the importance of good diet and hygiene are explored. Fine motor control continues to be refined through a range of activities for example threading.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>• To learn the skills needed to draw a person with a head, body and legs and, usually, arms and fingers.</li> <li>• To learn the skills needed to draw a recognisable house.</li> <li>• To learn the skills needed to cut along a straight line.</li> </ul>			

	<ul style="list-style-type: none"> <li>● To develop control over a range of tools.</li> <li>● To use a dynamic tripod grasp with good control.</li> <li>● To navigate movement from one place to another skillfully, turning sharp corners, running, pushing and pulling.</li> <li>● To skip using alternate feet rather than galloping.</li> <li>● To bounce and throw a large ball.</li> <li>● To catch, using my arms and body and strike, using my foot or a bat.</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.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>● To learn to orally blend CVC words, e.g. “b-a-t”, “bat”.</li> <li>● To recognise some letters (graphemes) and know the sounds they make (phonemes) and use this knowledge to read some CVC words.</li> <li>● To hold three phonemes in my head to then write a CVC word.</li> <li>● To hold a sentence and repeat back the words in the right order for an adult to scribe.</li> <li>● To represent some sounds in the correct order when writing.</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 family felt when they were walking towards the bear’s cave?</li> </ul>
Mathematics	<p>This term, our focus continues with simple addition and subtraction calculations, using Numicon as a visual support. The concept of 1 more and 1 less is covered too, in “real life” contexts. Simple shapes and pattern continue to be explored during OPAL, focusing on describing them.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>● To accurately count a given set of objects to 5 placed in a random order and answer “how many?” with the last number counted without having to recount the objects.</li> <li>● To compare same and different sized sets of up to 6 objects by matching and can tell if the answer is the same.</li> <li>● To instantly recognise collections up to 4 when briefly shown and verbally name the number of items.</li> <li>● To solve simple number problems by adding two numbers together (with a total of no more than 5).</li> <li>● To share up to 6 objects between 2 or more people.</li> </ul>
Understanding the World	<p>During OPAL, 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.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>● To talk about other people’s customs and traditions and explain why they are important.</li> <li>● To notice and talk about changes that happen to animals and plants.</li> <li>● To select appropriate technology for a task.</li> </ul>
Expressive Arts and Design	<p>This term, children learn to play imaginatively within themes they have not had first hand experience of but are often based upon favourite stories e.g. flying to the moon or being a pirate on a ship.</p> <p>The focus this term will be:</p> <ul style="list-style-type: none"> <li>● To pretend with other children, each of us taking on different roles.</li> <li>● To pretend using gestures, mime and unrealistic objects.</li> <li>● To combine and change different media and materials.</li> </ul>