

## Golden Thread

### Lifelong Readers

#### Communication and language

**Listen** maintain listening and concentration in a range of situations (e.g Assembly) Listen carefully in a range of situations Engage in non-fiction books -Listen to and talk about selected non-fiction books

**Understand** maintain conversations with adults and peers, taking turns and taking into consideration what the other person has said

**Speak** in front of the class about something they are interested in using language well and asking how and why questions

discovering and sharing passions

Begin to speak in front of an audience consider the listener and take turns.

#### Personal, social and emotional development

##### Spring 1 and 2

- Show pride in achievements.
- Understand behavioural expectations.
- Can explain right from wrong and try to behave accordingly.
- Manage their own needs.
- Can identify kindness, patience, peace and love.
- Seek others to share activities and experiences.
- Can make choices and communicate what they need.
- Begin to show persistence when faced with challenges.
- Can keep play going by co-operating, listening, speaking, and explaining.

## Spring Term One

Possible lines of enquiry- child led



## Possible key texts linked to lines of enquiry

## Vocabulary focus- linked to texts or PLODS

## Maths

### Maths Mastery Programme

Subitise within 5 focusing on die patterns

Match numerals to quantities within 5

Counting – focus on ordinality and the 'staircase' pattern

See that each number is one more than the previous number

Focus on 5

Focus on 6 and 7 as '5 and a bit'

Compare sets and use language of comparison: more than, fewer than, an equal number to

Make unequal sets equal

## Physical development

### Gross Motor

Children will develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming

### Sporting influence- core gymnastics

### Fine Motor

Develop small motor skills so that they can use a range of tools competently, safely and confidently Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting, woodwork Encourage a tripod grip for effective writing

Adult led- handwriting, scissor skills, pencil grip VC and CVC writing

Adult to encourage independent dressing during P.E sessions

## Understanding the World

### Past and present (History) Spring 1

Talk to the class about past events in their lives and the lives of others

Encourage the children to ask relevant questions

Find out about key historical people based on PLODS e.g. Little People Big Dreams-Ernest Shackleton?

### People, culture and communities (Geography) Spring 1 and 2

Recognise some environments that are different from the one in which they live, towns, cities, countries, continents e.g. Ripon, North Yorkshire, Leeds, London, England, Scotland, Wales, Ireland, Arctic

Fairtrade

The World Came to My Place Today  
Watch videos about food produced in different countries. Where does our food come from?

Notice different places on world map

**RE Spring 1**- Incarnation-Why do Christians perform Nativity plays at Christmas?

### The Natural World (science) Spring 1 and 2

Explore the Winter weather and effects on the outdoors-play with and understand the processes and changes in snow and ice.

Winter walk around the village

Explore COLD places in the world-links to Geographical work, weather, animals, similarities and differences Identify garden birds and learn about how we can feed and take care of them

Contribute to the RSPB birdwatch

## Expressive art and design

### (Spring 1 and 2)

#### Creating with materials (Art and Design,DT)

Possible Artist study- Yves Klein, David Hockney

A local Artist

Children will know how to mix primary colours to make secondary colours using paints.

Children will paint using different materials.

Children will know how to use different techniques to make 2D collages.

Children will know how to make a slot join. Children will begin to know which glue, tape, join etc. to use for their chosen purpose

#### Being imaginative and expressive (Music and drama)

Movement and Music -Action songs

Finding a beat

Exploring tempo

Exploring tempo & pitch through dance  
Music & movement performance

## JC texts covered in writing

## Literacy (also see LWLS phonics and reading and *adult led writing*- JC)

### Developing a passion for reading

#### Comprehension (IN ADDITION TO BUILDING ON PREVIOUS WORK)

-Engage in non-fiction books -Listen to and talk about selected non-fiction -Know parts of a book-cover, contents, blurb - Begin to give an opinion or express a preference about a book, song or rhyme -Predict the ending of an unfamiliar book -Answer who, what, where, when questions about new and familiar texts -Play is influenced by books (Small world, Role play)

#### Word Reading (in line with LWLSR)

Read individual graphemes, digraphs and trigraphs by saying the sound for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondents. Read a few common exception words. Read aloud short simple sentences.

Re-read books to build up their confidence in word reading, fluency and enjoyment

## Writing

### Emergent writing

Use letters for initial sounds -Remember to form some letters correctly

### Composition

Orally compose a sentence and hold it in memory before attempting to write it.

### Transcription spelling

Spell to write VC and CVC words independently using Phase 2 graphemes

### Transcription handwriting

Shows a dominant hand.

Write from left to right and top to bottom. Begin to form recognisable letters.

### Adult led writing-JC

#### Little Wandle

ai ee igh oa oo or ur ow oi ear air er words  
with double letters: dd mm tt bb rr gg pp ff  
longer words +TW