

Golden Thread

Be Curious

Communication and language

Listen during whole class situations, concentrating for longer periods of time.

Understand Retell the story, once they have developed deep familiarity with it, some repetition and some own words

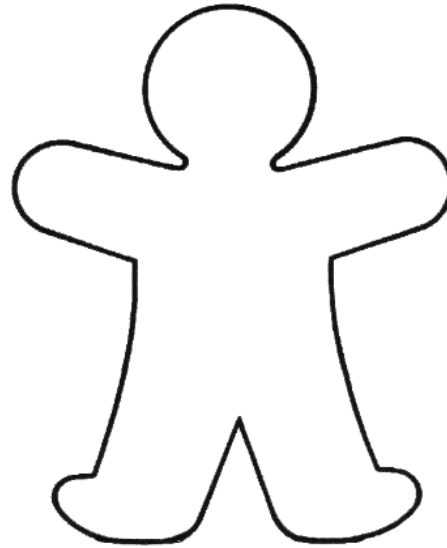
Use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen

Ask questions to find out more and to check understanding Begin to understand questions such as who, why, when, where, how (related to familiar stories)

Speaking Use past tense correctly

Spring Term Two

Possible lines of enquiry- child led



Possible key texts linked to lines of enquiry

Vocabulary focus- linked to texts or PLODS

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.

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

Physical development

Gross Motor To take part in a group walk

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

Sporting influence -core and key skills

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 2

Find out about key historical events

Ask questions about these events, read and watch online stories to help with understanding.

Begin to comment on images and artefacts of familiar situations in the past

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 2 Salvation

Why do Christians put a cross in an Easter Garden?

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

Maths

Maths Mastery Programme

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals

- begin to identify missing parts for numbers within 5

- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame

- focus on equal and unequal groups when comparing numbers

- understand that two equal groups can be called a 'double' and connect this to finger patterns

- sort odd and even numbers according to their 'shape'

- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern

- order numbers and play track games

- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

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)

Retell stories in the correct sequence, draw on language patterns of stories.

With prompting, show understanding of many common words and phrases in a story that is read aloud to them.

Suggest how an unfamiliar story read aloud to them might end.

Give a simple opinion on a book they have read, when prompted.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books

Innovate a well-known story with support.

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 Write words using phonic knowledge -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, CVC and CVCC words independently using Phase 2 and phase 3 graphemes and some tricky words

Transcription handwriting Holds a pencil effectively to form recognisable letters.

Adult led writing-JC

Little Wandle Little Wandle

Review Phase 3 Words with 2 or more digraphs longer words words ending in -ing compound words words with s in the middle /z/ s words ending -s words with -es at end /z/