

**Numeracy.**

- **Daily maths.**
- **Number: addition and subtraction – counting on and back.**
- **Number and place value- numbers to 20.**
- **Number- multiplication and division- numerical patterns.**

**Expressive Arts and Design.**

- Safely use tools with care and precision such as using scissors and cutting on the line to the shape that they want of the effect, which is needed- **Eric Carle.**
- Explore using materials and techniques and reflect on their artwork. Discuss problems that they had when making it and discuss how they cover came it- **Andy Goldsworthy link.**
- Use materials and props to retell stories and create imaginary situations linked to what they know.
- Adapt and recount narratives and stories with my friends and adults.
- Invent their own stories which include character, story plots and setting of the story.

**Understanding the world.:**

- **Can describe the school environment and the environment around it using what I know from:**
- Observation
- Discussion
- Stories/ non-fiction
- Maps

**Forest school.**

Can talk about what is the same and different in life in this country and in other countries- **Celebrating Eid- 10<sup>th</sup> April.**

- Can make observations of animals and plants and use these observations to draw pictures which will include detail of the natural world around us.
- Can talk about the different habitats where animals live and talk about the reasons why.
- Can talk about and label the life cycle of different animals.
- Can observe and talk about how animals behave differently as the seasons change such as hibernation, having babies, changes in their body such as shedding hair.
- Can create content such as a video recording, stories, and/or draw a picture on screen.

**Stick insects/ potential animal experience.**

**Animal man for the phase?**

**Metamorphosis- papier mache eggs.**

**Personal, Social and Emotional Development.**

- **Check in each day on well-being board.**
- **Class rules checking in.**
- **Add perseverance and resilience to class rules.**
- Show their understanding of feelings by changing their behaviour.
- Use different strategies to control their emotions.
- Set themselves goals.
- Wait for their requests and needs to be met.
- Listen to and respond to adults.
- Follow instructions accurately (several ideas/ actions).
- Show resilience and perseverance when things are difficult.
- Explain and follow rules (in the classroom and around school).
- Show that they know right from wrong by their behaviour.
- Manage their own basic hygiene and personal needs e.g. toileting and dressing.
- Explain healthy food and choose it independently.
- Work with others in a group.
- Play with others, take turns and share.
- Form good relationships with the adults in the classroom and around school.
- Have lots of friends and positive friendships.
- Know what their own needs are and can share them.
- Are sensitive to the needs of others.

# Our Wonderful World

**Expressive Arts and Design. – Music**

- **Charanga weekly and singing daily before lunch.**

Pitch match to songs without words.

Sing well known nursery rhymes.

Sing some familiar songs and keep to the beat of the music.

Talk about how a song makes them feel and why. Perform songs, rhymes, poems and stories alone and with others.

Try to move in time with music.

**Communication and language.**

- Listen carefully so they can respond with questions, comments and actions.
- Makes comments about what they have heard.
- Ask questions to help them understand.
- Engage in conversation with my friends and teachers.
- Take part in whole class and group discussions.
- Use vocabulary from stories, non-fiction, rhyme and poems.
- Express their ideas and feelings.
- Use conjunctions (with support and modelling) to connect my ideas.
- Learn and retell stories, rhymes, poems and songs.
- **WellComm twice per week.**
- **Core texts and high-quality texts- planned.**
- **ShREC- Share, respond, expand, converse.**

**Literacy.**

- **Daily RWI phonics/ Fast track tutoring.**
- **The skills below will be dependent upon where the children are progressing within their RWI.**
- Write most upper- and lower-case letters correctly, in the correct context.
- Hold my pencil in a good tripod grip.
- Write words using Set 1 and 2 sounds (from Green and Purple) in simple sentences independently.
- Write Red Storybook tricky words in a sentence independently.
- Write some Green Storybook words in a sentence independently.
- Write simple sentences using finger spaces and full stops.
- Begin to read my own sentences.
- My teacher can read my sentences.
- Explain what I have read or has been read to me.
- Retell simple stories naming the characters and how the characters felt in the story.
- Recall facts from information.
- Use the new vocabulary that I have learn through the text when retelling or acting out the story to my friends or teacher.
- Say what I think might happen next and why.
- Share my idea about what will happen at the end of the story and give reasons why. I can connect my ideas to what I have just read and give sensible reasons for my answers.
- Change the ending of the story and give reasons for my choice of ending.
- Understand new vocabulary in the correct context.
- Use new vocabulary throughout my play.
- Make a vocabulary sketch of new words that I have explored and learnt to show that I understand what they mean.
- Read 4 double consonants.
- Read first 6 Set 2 sounds/ Read Green Storybooks Read 4 double consonants.
- Read Green Storybooks Read first 6 Set 2 sounds.
- **Red words: put, the, no, I, of, my, he, your, said, you, be, are**

**Physical development.**

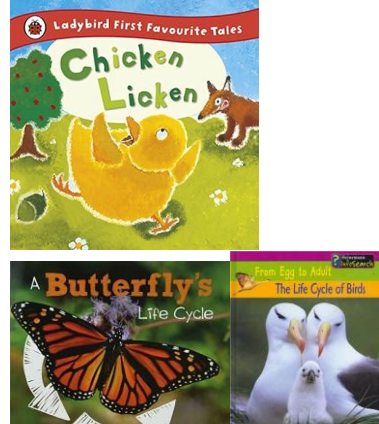
- **Outside daily and P.E once a week.**
- **Handwriting in small groups as a warm up in literacy**
- Can travel around space and obstacles safely
- Can show strength, balance and co-ordination in movement
- Can control a combinations of movements with fluency and ease.
- Hold a pencil effectively (tripod).
- Draw and write with accuracy and control using a pencil.
- Understand what they need to be a good pedestrian and keep safe on the roads.
- Talk about how and why they need to sleep. They can talk about the factors that happen when they do not get enough sleep.
- **Get Set4 P.E- Ball focus unit 2 focus.**

### Vocabulary linked to Understanding the world

Experiment  
Investigate  
Same  
Different  
Observe  
Grow  
Change  
Animals  
Habitats  
Life cycles  
Summer

### Core texts

- Chicken Licken
- Non-fiction texts linked animals.



### Our high-quality text choices:

- Seasons come, seasons go, Tree.
- Hairy Mclary



### Skills to revisit within provision from Spring term within the provision:

#### EAD:

- Paul Klee artwork.
- Lighter and darker shades.
- Roll, twist and cut clay.

#### LIT/ PD:

- Use a tripod grip.

#### PD:

- Talk about and understand why we need to brush our teeth.
- Successfully brush my teeth for 2 minutes independently. Dentist visit.
- Make the correct choices with how long they spend looking at a screen and talk about their reasons.
- Bat and ball skills.

#### UTW:

- Discuss similarities and differences between the past and now.

#### Num:

- Number bonds to 1/ exploring patterns/ subtraction.

### Enrichment:

Children will have opportunity to visit Forest school each week as well as being immersed into their learning. We will be having an experiences linked to Animals.

### Pupil premium:

Staff are aware of children that are pupil premium within their class and ensure their engagement and understanding via targeted questioning.

### Outdoors:

Mud kitchen, utensils available daily.

Sand and water areas with tools available daily.

Balls and bats and balls in gross motor zones.

Two days a week have bikes with matching parking zones. Revisit.

Construction area with large constructions, role play clothes and helmets- revisit last terms knowledge.

Maths and literacy areas accessible with last half terms skills- Numbers to 10/ Measure/ weight/ number bonds/ subtraction/ patterns.

A tuff tray linked to literacy previous stories to access.

Reading area and child interest books. Red words.

White and black to explore lighter and darker shades.

Child interest small world in tyres by slate.

Magnifying glasses in garden area.

Artefacts from the past.

Home corner for children's experience of home. revisited.

Stage area- role play clothes linked to cultures.

### Wider context:

- To support children with English as an additional language we will say hello within the register in different languages.
- We will use gestures, Makaton and dual coding within the provision to helper children with EAL as well as special educational needs.
- Staff are aware of children that require targeted language support, and this is delivered via the provision as well as WellComm.
- Staff play nursery rhymes before lunch in different languages.
- One area of our provision is set up to directly meet the IEP needs of our focus children and they receive daily 1:1 tutoring for phonics.
- Targets in provision.

### Parental engagement:

Class Dojo weekly.

RWI portal links.

Workshop of parents' choice.

Daily chats on the door.

Home learning tasks.

Reading diary

### Characteristics of effective learning:

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. The children use the language of this through our dinosaurs on display.

### British values:

**Mutual respect and tolerance:** Children understand that we care for animals.

**Rule of law:** Children follow and respect our class rules and they are referred to often.

**Individual liberty:** We celebrate the fact we are all different and may have different pets/ animal experiences.

**Democracy:** Children have opportunity to choose where they would like to pursue their independent learning.