

**Numeracy. Daily maths.**

- Subitise
- Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
- Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part
- Experience patterns which show a small group and '1 more'
- Continue to match arrangements to finger patterns.
- Composition
- Continue to explore the composition of 5 and practice recalling 'missing' or 'hidden' parts for 5
- Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns.
- Begin to see that numbers within 10 can be composed of '5 and a bit'.

**Personal, Social and Emotional Development.**

- **Check in each day on well-being board.**
- Say how others are feeling based on their expressions and actions.
- Say what they are good at and what they would like to improve.
- Show resilience and perseverance when they face a challenge.
- Sit and listen during adult focus time.
- Follow instructions with two or more parts.
- Keep on trying even when they are finding something difficult.
- Follow the school and class rules.
- Talk about the school and class rules.
- Say how they keep themselves healthy via Handwashing.
- Use words to help solve conflicts with others.
- Work well with others listening and sharing ideas.
- Show friendly behaviour in the classroom and around school.
- Developing friendships with lots of different people.
- Identify how others feel and respond to them appropriately.

**Literacy.**

**Comprehension:** Talk about and answer what, why and how questions about what I have just read. Recall facts from a non-fiction book and find the information from the text. Name the different features of a non-fiction text and how I use them. Talk about stories I have heard and sequence the story in the correct order (using picture clues or a story board). Predict what will happen in the story looking at the picture clues on the front cover. Infer using picture clues. Listen carefully to stories, rhymes, non-fiction and songs and listen to how new words are being used in the story.

After my key worker has explained what the new word is, I can give them an example of my own with the new word.

**Word Reading:**

Match all taught sounds from Autumn Term.

Match 80%+ taught sounds from Spring Term.

I can read the taught common exception words.

I can read captions containing known GPCs and common exception words using decoding strategies.

**Writing:**

Stage 5 (B): Writing simple CVC (Consonant-Vowel-Consonant) words.

Stage 6: Word families and rhyming words.

Stage 7 (A): Basic word combinations. *Big cat*.

Stage 7 (B): To extend basic word combinations. *It is big*.

Stage 8 (A): Using sight words and high-frequency words.

Stage 9 (A): (With support) Forming capital letters with awareness of size.

**Expressive Arts and Design.**

- Different shades such as adding black & white to paint- **Artist Paul Klee**.
- **Continue to revisit within provision. Focus upon applying to images of the past/ Peepo and the Toy Maker/ Spring and Easter.**
- Roll, twist and cut clay into the shape that they want.
- **Continue to revisit within provision. Focus upon applying to images of the past/ Peepo and the Toy Maker/ Spring and Easter.**
- Use scissors and one-handed tools to create art safely and more accurately including playdough tools and paintbrushes etc.
- **Link to current knowledge focuses with key texts and UTW focus.**
- Use props and materials when they are role playing familiar stories.
- **Link to core texts, masks and role play materials.**
- Use characters and scripts from different stories to create my own story and talk about why they have chosen that character.
- **Role play masks, story maps from current and previous books within small world.**

# Journey over time.

**Expressive Arts and Design. – Music**

- **Charanga weekly and singing daily before lunch.**
- Sing well known songs in a group or alone and match the pitch.
- Sing to the melody of the song in a group or individually.
- Listen carefully to music and start to move to it.
- Join in with singing and dancing

**Communication and language.**

- Respond to what they have heard by asking questions and say what they think.
- Say what they think and explain why.
- Respond to what others say.
- Describe events, characters, and stories in some detail.
- Share their ideas in small groups.
- Explain events that have already happened in detail.
- Start to use past, present and future tenses.
- Explain their ideas & thoughts in well-formed sentences.
- Ask questions to find out more information or check what they understand.
- **WellComm multiple times per week.**
- **Core texts and high-quality texts.**
- **ShREC- Share, respond, expand, converse.**
- **Sound buttons/ teaching vocabulary.**

**Understanding the world:**

- Explore and talk about the natural world using what I know from stories/ non-fiction- **Continue via Forest school sessions.**
- Draw information from a simple map and use the correct vocabulary such as road and town/city. - **Continue outside.**
- Can start to talk about the differences in lives in other countries. **Continue outside- Comparing animals within the Arctic and desert.**
- Can describe my own environment and local area- **Recap when we walk to the Church.**
- **Mud kitchen outside, water and sand areas.**
- Can explore and observe what happens to the different states of matter.
- Can explore through play what happens to the state of matter when a different material is added such as paint mixing and mud play.
- **IWB and games linked to core texts/ finding information/ videos and photos with creations of expressive art and design focus.**
- Uses ICT hardware to interact with age-appropriate computer software.
- I understand how to stay safe online.
- **Grandparents to share their experiences and share with the class.** Talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.
- **History experience as a hook.** Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts.
- Talk about what I have heard and seen in stories and picture books and how this is different/ the same- **Link to Peepo and The Toy Maker.**
- Talk about and identify features in a church- **Church Visit.**
- Can explore the state of matter when baking. I can talk about and notice what happens to the mixture when the milk is. **Cooking.**

**Physical development:**

- Can throw, kick, pass and catch a large ball with confidence, precision and accuracy.
- Can use a bat and hit a target by aiming.
- Can move and use both large and smaller scale equipment (building blocks etc)
- Can develop my body strength and co-ordination by being highly active every day.
- Cool Kids Unit.
- Use their core muscle strength to have good posture when sitting at a table to write.
- **Handwriting in small groups as a warm up in literacy**
- Begin to form the sounds c, o, a, d, g, q correctly including the correct directionality.

## Vocabulary linked to Understanding the world

History

Future

Today

Tomorrow

Yesterday

First

Next

After

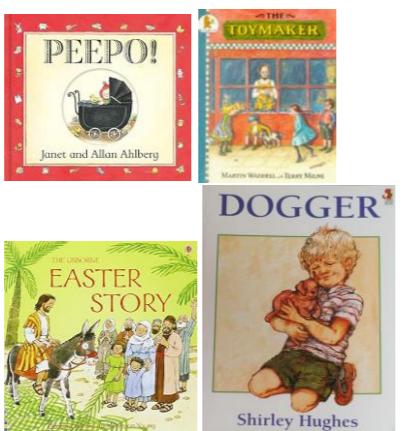
Before

Change

Artifacts

## Core texts

- Peepo
- The Toymaker
- Dogger
- When I was Young.
- Non-fiction texts linked to Spring and Easter.



## 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 people's lives have changed through history.

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 grandparents may have different experiences.

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

## Parental engagement:

Class Dojo weekly.

RWI portal links.

Workshop linked to Spring.

Daily chats on the door.

Home learning tasks.

Reading diary

## Our high-quality text choices:

- Little Red Riding Hood
- Which food will you choose?
- Oral health non-fiction
- Tilda tries again



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

### EAD:

- Mix primary colours together to see what colour it makes.
- Vincent Van Gogh- Starry night to link to celebrations/ festivals.
- Start to join materials together.

### LIT/ PD:

- Use a tripod grip.

### PD:

- Can develop movement (using age-appropriate bikes, scooters etc.)

### UTW:

- Talk about and identify features in a temple.
- I can use magnets to show materials that are magnetic and not.

## Enrichment:

Children will have opportunity to visit Forest school each week as well as being immersed into their learning. We will be having an experience linked to children's understanding of the past. We will also be visiting the Church.

## 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. Recapping states of matter and sensory for children.

Sand and water areas with tools available daily.

Balls and bats and balls in gross motor zones. Loose part play for heavy book.

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. Reflecting skills in the classroom- teach, indoors and then outdoors.

A tuff tray linked to literacy previous stories to access.

Reading area and child interest books.

Primary colours on glass panels to revisit last terms skills.

Child interest small world in tyres by slate.

Magnifying glasses in garden area.

Junk modelling outside linked to joining materials together from Autumn term.

## 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 help 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.
- Workstations and sensory circuits to meet individual needs.