

Spring 1 2022/23		4 <sup>th</sup> January	9 <sup>th</sup> January	16 <sup>th</sup> January	23 <sup>rd</sup> January	30 <sup>th</sup> January	6 <sup>th</sup> February
		New years/News	Winter	Chinese New Year	Creative School Value	Inquiry	Inquiry/Valentines Internet safety
Vocabulary		Grateful/Gratitude (New Years) Resolution	Frost, hail, icicle	Culture, fortune cookie, lantern	Creative, engineer	Scientist, experiment	Online, stranger, information
Concepts		subitising	zero estimating	mass capacity comparing	pairs (odd and even) conceptual subitising	conceptual subitising combining groups maths for science	length height time comparison
Book Talk (whole class)			Stickman	The Great Race	Rosie Revere Engineer	Ada Twist Scientist	Guess how much I love you
Other texts			Oh no. Shark in the snow Winnie the witch in Winter	Dragons in the City (Twinkl ebook)	The Dot		(see Computing library)
Writing Genres			Instructions – write instructions for making a bird feeder or binoculars	Non-Fiction – write a fact about CNY	Poetry - match rhyming words	Recount – experiment write up	Letter writing - Writing for a purpose – Valentine's card
Phonics		Nk, ng	Words with s/s/z	Review week	Ai ee igh oa	Oo oo ar or	Ur ow oi ear
PSED	Making relationships	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p>					
	Sense of self	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p>					

	Understanding emotions	<p>Understands their own and other people's feelings, offering empathy and comfort</p> <p>Talks about their own and others' feelings and behaviour and its consequences</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p>
Communication & language	Listening and attention	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</p> <p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</p>
	Understanding	<p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Understands questions such as who; why; when; where and how</p> <p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p>
	Speaking	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Introduces a storyline or narrative into their play</p> <p>Links statements and sticks to a main theme or intention</p>
Physical development	Moving and handling	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>
	Health and self-care	<p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p> <p>Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important</p> <p>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</p> <p>Shows understanding of how to transport and store equipment safely</p>

		Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
Literacy	Reading	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Hears and says the initial sound in words</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</p> <p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p>
	Writing	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p>
Mathematics	Comparison	<p>Uses number names and symbols when comparing numbers, showing interest in large numbers</p> <p>Estimates of numbers of things, showing understanding of relative size</p>
	Counting	<p>Enjoys reciting numbers from 0 to 10 (<b>and beyond</b>) and back from 10 to 0</p> <p>Increasingly confident at putting numerals in order 0 to 10 (<i>linking ordinality and cardinality</i>)</p>
	Cardinality	<p>Engages in subitising numbers to four and maybe five</p> <p>Begin to subitise conceptually</p> <p>Counts out up to 10 objects from a larger group</p> <p>Matches the numeral with a group of items to show how many there are (up to 10)</p>

	<p>Composition</p> <p>Spatial Awareness</p> <p>Shape</p> <p>Measures</p>	<p><b>Doubling (and halving)</b></p> <p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. <i>Begin to link this to addition and subtraction</i></p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. In practical activities, adds one and subtracts one with numbers to 10</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+”</p> <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmarks</p> <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</p> <p>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</p> <p>Becomes familiar with measuring tools in everyday experiences and play</p>
Understanding the world	People and communities	<p>Enjoys joining in with family customs and routines</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Talks about past and present events in their own life and in the lives of family members</p>
	The world	<p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things</p>
	Technology	<p>Uses ICT hardware to interact with age-appropriate computer software</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen</p>

Expressive arts and design	Creating with materials	<p>Begins to build a collection of songs and dances</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p>
	Being imaginative and expressive	<p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Introduces a storyline or narrative into their play</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>
RSE		<p>RSE Solution Lesson 2</p> <p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene</p> <p>Vocabulary - Hygiene</p> <p>Internet Safety week (7<sup>th</sup> February)</p> <p>Online Relationships and Internet Safety: where and how to report concerns</p> <p>Vocabulary - online, worried, scared</p>