

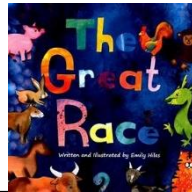
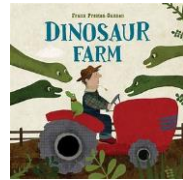
What are we learning?



Come Outside!

Key Themes and Books

Dinosaurs, People Who Help Us, Keeping Fit and Healthy, Lunar New Year, Seasonal changes - Winter. (May change with children's interests)



We will find out about different dinosaurs and what they ate as well as where they lived. We will learn to ask questions to find out more information. We will understand the origins of The Lunar New Year how and why it is celebrated, as well as what animal is being celebrated this year. We will develop our understanding of the important jobs of people in our community and how they help us. We will continue to investigate seasonal changes that occur in winter.

Key Vocabulary

Prehistoric	The period before written records, very old.
Carnivore	An animal that feeds on other animals.
Herbivore	An animal that feeds on plants.
Hero	A person who is admired for their courage.
Occupation	Another word for job.
Lunar	Relating to the Moon.
China	A country in East Asia.
Winter	The coldest season of the year.



Personal Social and Emotional Development

Express feelings:

Identify and moderate their own feelings socially and emotionally. Can label and talk about own and others' emotions.

Manage behaviour:

Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. *Increasingly follow rules understanding why they are important.*

Self-awareness:

Is able to talk about ways that skills can be improved and to demonstrate pride in achievements. **Independence:**

Completes set challenges/tasks independently.

More confident to tackle new challenges and with encouragement will keep going.

Collaboration:

Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements

Social skills:

Continue to build constructive and respectful relationships.

**Year F
Spring Term 1**



Maths

Alive in 5!

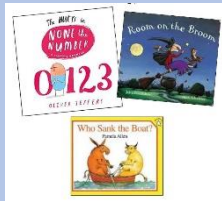

Number name zero and the numeral 0. Comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Perceptual and conceptual subitising. Develop the understanding that all numbers are made up of smaller numbers. Comparing compositions of 4 and 5. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4.

Mass and Capacity

Making more precise comparisons using different units. Explore mass and progress to discovering how to find a balance. Build on understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other. Explore how non-standard units can be used to measure capacity.

Growing 6, 7, 8

Find different representations of the numbers 6, 7 and 8. Build on their learning of finding the numerals and quantities of 6, 7 and 8 by making their own representations.

<p><i>Seek familiar adults and peers to engage in conversations and ask for help.</i></p> <p>Revisit/ ongoing throughout the year</p> <p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary Listen to others, speak to peers and adults and engage in discussions in a positive way.</p>		<p>Develop concept of ‘1 more’ and ‘1 less’ when working with numbers up to and including 8. Understand the relationships between these numbers and notice that, as we count backwards, the numbers get smaller, because we are taking 1 away.</p> <p>Explore the composition of numbers to 8 and learn how their skills of perceptual subitising and counting can be used to see and represent the composition of larger numbers in different ways. Introduce doubling and that this means ‘twice as many’.</p> 
<p style="text-align: center;">Communication and Language</p> <p>Listening:</p> <p>Engage in stories that are familiar and new with interest and enjoyment.</p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Attention:</p> <p>Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - ‘name’.</p> <p>Respond:</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Respond to others appropriately in play.</p> <p>Engage in story times</p> <p>Understanding:</p> <p>Follow instructions or a question with 2 parts in familiar situations</p> <p>Speaking:</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Revisit/ ongoing throughout the year</p> <p>Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day in discussions and conversations Learn new rhymes, poems, and songs Listen to and talk about stories to build familiarity and understanding</p>		<p style="text-align: center;">Understanding The World</p> <p>Chronology:</p> <p>Talks about significant historical events and how things were different in the past.</p> <p>Enquiry</p> <p>Find out about key historical events and why and how we celebrate today such as Chinese New Year.</p> <p>Ask questions, use different sources to find answers including books.</p> <p>Comment on images of familiar situations in the past.</p> <p>Respect</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Mapping:</p> <p>Use technology e.g., a BeeBot and begin to show spatial awareness; use positional language i.e., under, beside, on top of etc.</p> <p>Revisit/ ongoing throughout the year</p> <p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p> 

<p style="text-align: center;">Physical Development</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Gross Motor Skills: Throw an object e.g., bean bag, small ball, foam javelin over a 1 metre distance. Run, skip and jump on different surfaces confidently (grass, concrete, PE equipment).</p> <p>Fine Motor Skills: Hold a pencil effectively so mark making/formation is legible. Uses scissors to cut paper, thin card, fabric, thin plastic and textiles. When drawing, controls the pencil carefully, showing some accuracy.</p> <p>Revisit/ ongoing throughout the year Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment</p>		
<p style="text-align: center;">Literacy</p> <p>Emergent writing: Spell words by identifying the sounds and then writing the sound with</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to</p> <p>Spelling: Writes CVC words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Write own name.</p> <p>Handwriting: Writes some upper-case letters correctly. Writes most lower-case letters correctly using a tripod grip.</p> <p>Writing in response to a text: Describe characters from familiar stories. Writing captions to go with pictures from a story. Speech/thought bubbles for the characters.</p> <p>COMPREHENSION Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to characters and settings. Sequence events from a familiar story (using puppets, pictures from book or role-play), stating what happens first.</p> <p>WORD READING</p>	<div style="display: flex; flex-direction: column; align-items: center;">  <p>letter/s. write it.</p>  </div>	<p style="text-align: center;">Expressive Art and Design</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Printing: Printing with rollers and string.</p> <p>Paint: Colour mixing.</p> <p>Collage/loose parts: Cut and stick.</p> <p>Focus Artist - Henri Matisse (cut and stick collage)</p> <p>Access Art Unit: Printing with string</p> <p>Revisit/ ongoing throughout the year Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>



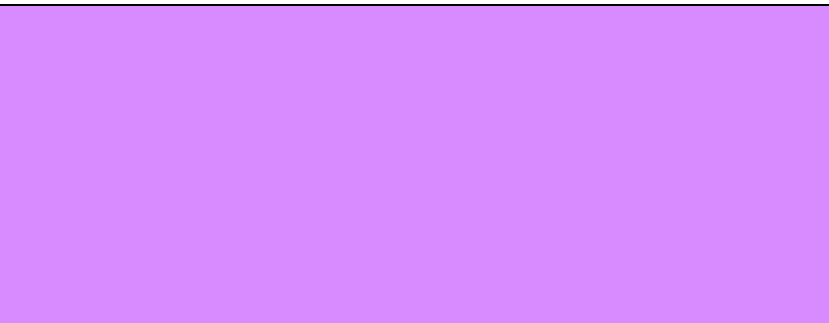
Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read a few common exception words matched to our phonic programme

Phonics - Phase 3

Know grapheme phoneme correspondence taught in phase 3.
Working on reading and writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phoneme.
Read phase 3 high-frequency common words.

Revisit/ ongoing throughout the year

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge



Ways to support at home

- Read and share stories every day (remember to write these in your reading record to collect your dojos).
- Practice saying and writing your sounds especially your phase 2 digraphs and tricky words
- Practice writing your name, starting with a capital letter, concentrate on letter formation, smaller writing and writing on the line
- Help with tasks around the house, drying up, making the sandwiches, setting the table for tea.
- Find all the ways you can to make a number using number stories e.g. 'there are five people in our house, 3 people are upstairs and 2 people are downstairs, 3 add 2 equals 5'
- Play a board game that involves using a die. Can you subitise the number you have rolled?
- Go for a walk in your local area. Can you create a map showing where you went? What things did you pass? How can you include them on your map?
- Find out about the green cross code. Can you talk about how to be a safe pedestrian?
- Can you use the sound sheets we have sent home to write the phase 3 graphemes? Can you write a word containing each grapheme?

