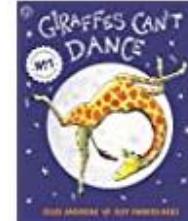


<p><u>English</u> Children will be taught...</p> <ul style="list-style-type: none"> To begin to read some letter groups that each represent one sound and say sounds for them. To begin to read books to build up confidence in word reading. To read common exception words matched to school's phonics programme. To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter(s). <p>Drawing Club writing provocations:</p> <ul style="list-style-type: none"> A Dark Dark Tale Colour Monster Little Red Riding Hood Goldilocks and the Three Bears Mr Ben – Zookeeper https://youtu.be/NN-xmyjbMSU (animation) The magic roundabout- bubbles https://www.youtube.com/watch?v=k5EkFuH436Q&list=PLRrFnCPN_OdtWGYfsAKb6ZpKtsO41BPBb&index=8 (animation) 	<p><u>Phonics</u></p> <p>Phase 3: j, v, w, x, y, z, zz, qu</p> <p>Tricky Words: me, be, he, my, by, she</p> 	<p><u>Skills related to the Pirton R of the half term: RESILIENT</u></p> <p><u>Children will be taught...</u></p> <ul style="list-style-type: none"> To be able to separate from significant others quickly and calmly. To be able to brush themselves off and carry on after minor bumps and falls. To understand that unkind words are hurtful but that they can ignore them. To know that if their creations don't turn out as they hoped they can try again. To be confident to explore and have a go at new things. To believe that the harder they try the easier things will become. To link these skills to being positive and resilient like Gerald. 	<p><u>Maths</u> Children will be taught...</p> <p>Alive In 5!</p> <p>Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5</p> <p>Mass And Capacity</p> <p>Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity</p> <p>Growing 6,7,8!</p> <p>Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8 Step 6 Make pairs-odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Step 9 Combine 2 groups Step 10 Conceptual subitising</p> <ul style="list-style-type: none"> To explore the composition of numbers to 6. To link the numeral with its cardinal number value. To recall number bonds for numbers 0-8. To subitise using early addition. To compare mass and capacity. 
<p><u>Art & D&T (EAD)</u> Children will be taught...</p> <p>Artist Focus: Henry Moore</p> <ul style="list-style-type: none"> To use playdough and clay to make 3D models To use different materials to create sculptures 	<p><u>History (Through Understanding the World)</u> Children will be taught...</p> <ul style="list-style-type: none"> To compare and contrast characters, settings, problems and solutions from traditional tales and other cultures. 	<p><u>Geography (Through Understanding the World)</u> Children will be taught...</p> <ul style="list-style-type: none"> To begin to recognise some environments that are different to where we live. To begin to draw information from a simple map. 	<p><u>Communication and Language</u> Children will be taught...</p> <ul style="list-style-type: none"> To learn rhymes, poems and songs. To begin to retell stories; some as exact repetition and some in their own words, with increasing recall. To talk to help work out problems and organise thinking and begin to explain how things work. To further develop social phrases. To begin to connect one idea to another using connectives. To begin to ask questions to find out more. To begin to engage in non-fiction texts and begin to develop new knowledge. 
<p><u>Music (EAD)</u> Children will be taught...</p> <p>Charanga Unit: Everyone!</p> <ul style="list-style-type: none"> To watch and talk about dance and performance art, expressing feelings. To listen attentively, move to and talk about music, expressing feelings and responses. To explore and engage in music making and dance, performing solo or in a group as part of PE lessons. To increasingly match the pitch and follow a melody when singing in a group or alone. To create collaboratively, sharing ideas, resources and skills. 	<p>Spring 1</p> <p><u>Big Idea/Theme: Journeys</u></p>		<p><u>RE</u> Children will be taught...</p> <ul style="list-style-type: none"> To recognise that people have different beliefs and celebrate special times in different ways. Identity and Belonging, Sources of Wisdom, Symbols and Actions Exploring Wedding Ceremonies (Identity And Belonging) Creation, Awe And Wonder Of The Natural World (Sources Of Wisdom) Remembering Jesus At Easter (Sources Of Wisdom) Why Do Christians Put A Cross In An Easter Garden? (Symbols And Actions) 
<p><u>Science (Through Understanding the World)</u> Children will be taught...</p> <ul style="list-style-type: none"> To explore the natural world and describe what we see, hear and feel whilst outside. To further understand the effect of changing seasons. 	<p><u>Physical Development</u> Children will be taught...</p> <ul style="list-style-type: none"> To develop control and grace when moving and overall body strength. To further develop small motor skills to use a range of tools competently e.g. pencils, paintbrushes, scissors, cutlery. To improve core muscle strength to achieve good posture. To combine different movements with ease and fluency. To know and begin to talk about the different factors that support overall health and wellbeing e.g. tooth brushing. To refine the fundamental movement skills already acquired. <p>Striver: Dance (Fairytales)</p> <p>All children will have daily opportunities to develop their fine motor skills through varied activities designed to strengthen and develop finger dexterity.</p>	<p><u>PSED</u> Children will be taught...</p> <p>In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p> 	<p><u>Computing</u> Children will be taught...</p> <ul style="list-style-type: none"> To develop digital literacy skills by being able to access, understand and interact with a range of technologies, including those used at home such as mobile phones and smart speakers. To safely use the internet with adult supervision to find and retrieve age-appropriate information of interest to them. 