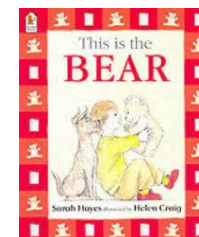
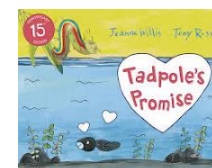
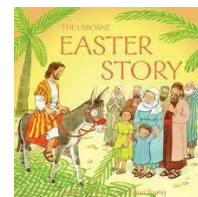
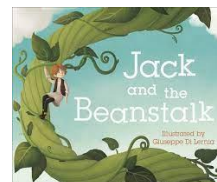
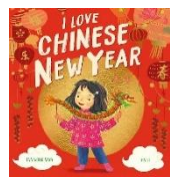
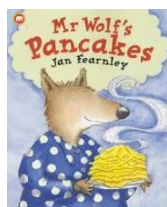
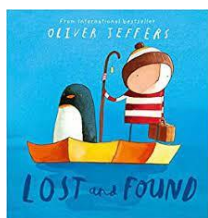


Spring 1 Overview 2023/24



Celebrations and events:

Luna New Year – 10th February 2024

Pancake Day – 13th February 2024

Easter – 31st March 2024

Shakespeare week – Date TBC

Eid-Al FITR – 10th April 2024

C&L- Listening , Attention and Understanding

I can listen to a whole story and comment on what is happening.

- I can ask questions about my favourite books.
- I can choose a book or game that might be different from my friends and tell you why.
- I can play and listen to my friends at the same time.
- *Understand how to listen carefully and why listening is important.*
- *Engage in storytimes.*
- *Listen to and talk about stories to build familiarity and understanding.*
- *Listen carefully to rhymes and songs, paying attention to how they sound.*
- *Learn rhymes, poems and songs.*
- *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.*
- I can respond quickly to a series of instructions.
- I can laugh at funny rhymes and jokes.
- I can remember key points from a story told without props or pictures.

Engage in non-fiction books

PSED: Managing self

I welcome and value praise for what I have done.

- I willingly participate in a wide range of activities.
- I can show enthusiasm and excitement when anticipating and engaging in certain activities
- I am confident to speak to others about own needs, wants, interests and opinions.
- I am confident in speaking in front of a small group.
- I can describe myself in positive terms and talk about my abilities.
- *See themselves as a valuable individual.*
- *Show resilience and perseverance in the face of challenge.*
- *Manage their own needs.*

UTW: Past and Present

I can recognise and describe special times or events for family or friends.

- *Compare and contrast characters from stories, including figures from the past.*
- *Comment on images of familiar situations in the past.*
- *Understand that some places are special to members of their community.*

<ul style="list-style-type: none"> • I can have a conversation and I can respond to other children's opinions. • I can talk about family routines and special occasions. • I can understand and complete a simple program on a computer. 		
C&L- Speaking	PSED: Building relationships	UTW: People, Culture and Communities
<p>I can explore new vocabulary, sounds and intonation.</p> <ul style="list-style-type: none"> • I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults. • I can play alongside other children engaged in the same type of imaginary play. • I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') • <i>Learn new vocabulary.</i> • <i>Use new vocabulary through the day.</i> • <i>Ask questions to find out more and to check they understand what has been said to them.</i> • <i>Articulate their ideas and thoughts in well-formed sentences.</i> • <i>Describe events in some detail.</i> • <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> • <i>Develop social phrases.</i> • <i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> • <i>Use new vocabulary in different contexts.</i> 	<ul style="list-style-type: none"> • I start conversations, attend to and take account of what others say. • I can explain my own knowledge and understanding, and ask appropriate questions of others • I can take steps to resolve conflicts with other children, e.g. finding a compromise. • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • <i>Build constructive and respectful relationships.</i> • <i>Think about the perspectives of others.</i> 	<p><i>Draw information from a simple map.</i></p> <ul style="list-style-type: none"> • <i>Recognise some similarities and differences between life in this country and life in other countries.</i> • <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> • I can start to show an interest in different occupations and ways of life. • <i>Talk about members of their immediate family and community.</i> • <i>Name and describe people who are familiar to them.</i>
Physical Development: Fine motor	Literacy: Reading	UTW: The Natural World
<ul style="list-style-type: none"> • <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> 	<p>Word:</p> <p>I can read simple words and simple sentences.</p> <ul style="list-style-type: none"> • I can identify rhymes. • I can find my own rhymes . • <i>Read individual letters by saying the sounds for them.</i> • <i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i> • <i>Read some letter groups that each represent one sound and say sounds for them.</i> 	<p>I can talk about why things happen and how things work.</p> <ul style="list-style-type: none"> • I can start to develop an understanding of growth, decay and changes over time. • I can show care and concern for living things and the environment • <i>Explore the natural world around them.</i> • <i>Describe what they see, hear and feel whilst outside.</i> • <i>Recognise some environments that are different to the one in which they live.</i> • <i>Understand the effect of changing seasons on the natural world around them.</i>

	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Comprehension:</p> <ul style="list-style-type: none"> • I can talk about events and characters in books. • I can make suggestions about what might happen next in a story. • I can read simple words and simple sentences. • I can talk about my favourite book. • I can use vocabulary and events from stories in my play. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	
Physical Development: Gross motor	Literacy: Writing	EAD: Creating with materials
<ul style="list-style-type: none"> • I can show a preference for a dominant hand. • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. • I can use a tripod grasp. • Revise and refine the fundamental movement skills they have already acquired: • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<p>Handwriting:</p> <p>I can sit on a chair with a straight back and my feet on the floor.</p> <ul style="list-style-type: none"> • I can control finer tools when playing with dough. • I can form recognisable letters, some of them correctly. • I can use a tripod grasp. • Form lower-case and capital letters correctly <p>Composition:</p> <p>I can use some identifiable letters to communicate meaning and uses them to write captions and labels.</p> <ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense • I can read back my writing. • I can begin to rehearse what I write orally before writing. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <p>Spelling:</p> <ul style="list-style-type: none"> • I can start to write identifiable shapes and letters. • I can segment and blend the sounds in simple words and name sounds. 	<p>I can explore and learn how sounds can be changed.</p> <ul style="list-style-type: none"> • I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. • I can show interest in and describe the texture of things. • I can use various construction materials. • I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • I can join construction pieces together to build and balance. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Play pitch-matching games, humming or singing short

<ul style="list-style-type: none"> • <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i> 	<ul style="list-style-type: none"> • <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • I can talk about sentences and start to write short sentences. • I can start to use full stops and capital letters in the correct places. 	
<p>PSED- Self-Regulation</p> <p>I can usually adapt my behaviour to different events, social situations and changes in routine.</p> <ul style="list-style-type: none"> • I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. • I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. • I am aware of the boundaries set and of behavioural expectations in the class. • <i>Express their feelings and consider the feelings of others.</i> • <i>Identify and moderate their own feelings socially and emotionally</i> 	<p>Maths:</p> <p><i>Number</i></p> <p>I can begin to use ‘teens’ to count beyond 10.</p> <ul style="list-style-type: none"> • I can count an irregular arrangement of up to ten objects. • I can find one more or one less from a group of up to five objects, then ten objects. • I can estimate how many objects I can see and check by counting them. • I can use the language of ‘more’ and ‘fewer’ to compare two sets of objects. • I fully understand 5, 6, 7 etc and all manipulations of the number. • <i>Count objects, actions and sounds.</i> • <i>Subitise.</i> • <i>Link the number symbol (numeral) with its cardinal number value.</i> • <i>Count beyond ten.</i> • <i>Compare numbers.</i> • <i>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</i> • <i>Continue, copy and create repeating patterns.</i> <p><i>Calculations</i></p> <ul style="list-style-type: none"> • I can find the total number of items in two groups by counting all of them and starting to use ‘counting on’. • I can begin to use the vocabulary involved in adding and subtracting including counting on and back. • I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10. • <i>Explore the composition of numbers to 10.</i> • <i>Automatically recall number bonds for numbers 0–10.</i> <p>Shape, Space and Measures:</p>	<p>EAD: Being imaginative and expressive</p> <p>I can develop preferences for forms of expression.</p> <ul style="list-style-type: none"> • I can use movement to express feelings. • I can create movement in response to music. • I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • I can build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • I can use available resources to create props to support role-play. • <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> • <i>Develop storylines in their pretend play.</i> • <i>Explore and engage in music making and dance, performing solo or in groups</i>

Measurement:

- I can experiment with length, height, capacity and use my findings to order and group items.
- I can identify money and I can start to use money in my play.
- I can recall routines and start to relate them to the time on the clock.
- *Compare length, weight and capacity.*

Geometry/Shape



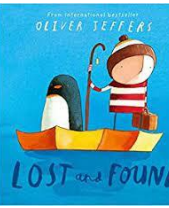
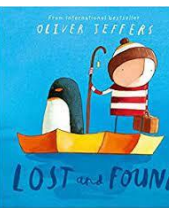
can ask questions about their observations of differences and similarities.

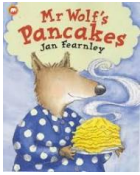
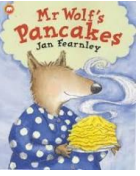

- I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties.
- I can order and sort according to simple properties.
- *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as num*

Geometry: Position and direction

I can notice similarities, differences, patterns and changes.

- I can use the language of direction when programming toys
- *Select, rotate and manipulate shapes in order to develop spatial reasoning skills*

<p>Week 1 4/1/24</p> 	<p>UW:TW-Forest school-exploring the environment/natural world throughout the 4 seasons-observing changes to the trees etc.. EAD: BI-Stickman house- role playing being the Stickman family M: M- Stick maths- ordering sticks in order of length- grouping outdoor objects UTW- NW- seasons- look at how Stickman travels through all of the seasons in the book.</p> <p>Key Vocabulary: twig, joy, twirl, family, race, river, swan, nest, sea, beach, spade, mast, castle, flag, knight, sword, hook, bow, boomerang, frozen, bells</p>
<p>Week 2 08/1/24</p> 	<p>L: W-Sentence/caption- writing about pictures CL: LAU-Hot seating stickman- questions about Stickmans adventures UTW-PPC-Making maps of Stickmans adventures UTW- TW- Looking at games using sticks from around the world</p> <p>Key Vocabulary: twig, joy, twirl, family, race, river, swan, nest, sea, beach, spade, mast, castle, flag, knight, sword, hook, bow, boomerang, frozen, bells</p>
<p>Week 3 15/1/24</p> 	<p>C&L: S – Ask questions about the story to find out more. UTW: TW-Identifying where the Arctic is on the map-finding out facts about the Arctic. UTW: TW Penguin facts- finding out facts about penguins. BI: EAD- penguin songs and dance</p> <p>Key Vocabulary: friends, umbrella, lost, found, penguin, waves, rowboat, South Pole</p>
<p>Week 4 22/1/24</p> 	<p>L: W – Writing a lost poster for the penguin. L: W – Write a penguin fact file. UTW: P&C – Learn about people who help us / different careers. EAD: CM – Make a boat for the penguin and the boy.</p> <p>Key Vocabulary: friends, umbrella, lost, found, penguin, waves, rowboat, South Pole</p>

<p>Week 5 29/1/24</p> 	<p>C&L: Listening – Listen can comment on the story and how the characters are feeling. C&L: Speaking / UTW: PC - Talk about their experiences of pancake day. Writing – write pancake ingredients on a shopping list. EAD: BI – Making pancakes in the home corner / playdough table.</p> <p>Key Vocabulary: wolf, pancakes, recipe book, neighbours, cupboard, ingredients, shopping list, money, eggs, milk, flour</p>
<p>Week 6 05/2/24</p>  	<p>C&L: Speaking – Sequence the story using pictures. EAD: CM – Pancake design sheet / making pancakes. Writing – Write the instructions for making pancakes.</p> <p>C&L: Listening / Speaking – Begin to retell parts of the story with vocabulary from the story. Maths: Number – Sequencing the order of the animals in the race. UTW: P&C – Learn about Luna New Year celebrations.</p> <p>Key Vocabulary: Lunar New Year, Emperor, rat, cat, ox, tiger, rabbit, dragon, horse, snake, goat, monkey, rooster, pig, festival, decorate</p>