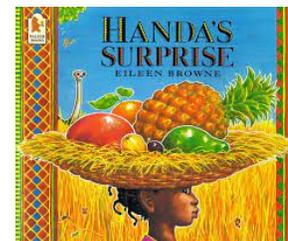
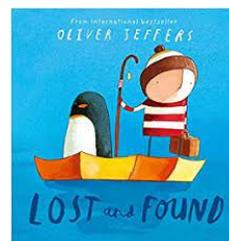


**In the Spring term, children will be learning:**

<p><b>Skills for Life</b></p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p><b>CoEL</b></p> <p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>- Finding out and exploring</li> <li>- Playing with what they know</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>- Being involved and concentrating</li> <li>- Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>- Having their own ideas</li> </ul>	<p><b>Childhood Experiences</b></p> <ul style="list-style-type: none"> <li>- Virtual bus tour around London.</li> <li>- Explore snow and changes to ice</li> <li>- Build and test a boat</li> <li>- Find own way with a map</li> <li>- Chinese New Year Party</li> <li>- Fruit tasting</li> <li>- Make a home for a wild animal (outdoor)</li> </ul>	<p><b>KSU Passports</b></p> 
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**Core Books**



<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• <i>Listening, attention and understanding</i></li> <li>• <i>Speaking</i></li> </ul>	<p>This term, children develop the ability to listen in larger groups, when distractions are minimised. Children listen to instructions without having to stop what they are doing. Children will begin to understand and follow more complicated instructions, e.g. ‘roll up your sleeves, put on an apron and go to the painting area.’ Opportunities are planned for children to talk and to offer reasons and explanations when answering ‘how’ and ‘why’ questions. Children are encouraged to share news about events in their lives. We continue to embed specific skill-based intervention and Quality First Teaching to support with speech, language and other developmental needs identified during Autumn term, using the Launchpad for Literacy assessment tool.</p> <p>This term we will...</p> <ul style="list-style-type: none"> <li>- Embed expectations for listening to practitioners and peers.</li> <li>- Introduce new vocabulary using language plans to support.</li> <li>- Encourage children to use new language in context (particularly adjectives that describe fruits from the story.)</li> <li>- Encourage children to access story maps for our key text during environment time (created by the class in literacy sessions).</li> <li>- Encourage children to utilise props to aid their story retells.</li> <li>- Play games that support listening, linked to whole class skills builder activities.</li> <li>- Play, “guess the fruit”, encouraging children to use new vocabulary to describe the fruits.</li> <li>- Play turn taking games to encourage communication, such as the shopping list game.</li> <li>- Discuss how characters feel at different points in the story, encouraging the children to answer problem-solving questions.</li> </ul>
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<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>● <i>Self regulation</i></li> <li>● <i>Managing self</i></li> <li>● <i>Building relationships</i></li> </ul>	<p>Children begin to regulate their own feelings by drawing on a range of strategies they know. Children develop a strong sense of time in relation to the daily routine and can anticipate what is upcoming in their day. This term, children continue to develop their independence and select the necessary equipment they need to complete a task. They describe what they are going to do before they do it. Friendships continue to develop this term. Children initiate conversations and are encouraged to explain their own understanding and ask appropriate questions of others. They begin to 'read' non-verbal communication to work out how somebody is feeling.</p>	
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>● <i>Gross motor skills</i></li> <li>● <i>Fine motor skills</i></li> </ul>	<p>Children have regular access to the outdoor spaces, including a range of surfaces to move, feel and balance on. Children continue to develop their running skills and become more skilled, e.g. turning sharp corners, changing speed and negotiating space around them. Children's ball skills are continuing to become more controlled; this includes bouncing, throwing and catching. As the children's fine motor skills develop, they are able to draw more detailed drawings. Opportunities are planned to practise using scissors, children cut around curved lines and are taught to move the paper as they cut. Children with developmental gaps in their fine motor skills (identified through Launchpad for Literacy tool in Autumn term) will participate in a motor skills intervention group.</p>	<p>Children have regular access to the outdoor spaces, including a range of surfaces to move, feel and balance on. Children continue to develop their running skills and become more skilled, e.g. turning sharp corners, changing speed and negotiating space around them. Children's ball skills are continuing to become more controlled; this includes bouncing, throwing and catching. As the children's fine motor skills develop, they are able to draw more detailed drawings. Opportunities are planned to practise using scissors, children cut around curved lines and are taught to move the paper as they cut. Children with developmental gaps in their fine motor skills (identified through Launchpad for Literacy tool in Autumn term) will participate in a motor skills intervention group.</p>
	<p>Gross Motor Skills</p>	<p>Fine Motor Skills</p>
	<ul style="list-style-type: none"> <li>● The children take part in a daily circuit of gross motor challenges, e.g. balancing, crawling, climbing and developing core strength.</li> <li>● Gross motor equipment is free to use at lunchtimes with supervision.</li> <li>● Equipment used in PE is available during outdoor play for children to further develop their skills.</li> </ul>	<p>This term we will...</p> <ul style="list-style-type: none"> <li>- Model correct letter formation and provide a range of tools to encourage writing.</li> <li>- Model drawing complex drawings, for example, the boat from Lost and Found.</li> <li>- Children use a range of everyday tools, e.g. scissors, hammers and screwdrivers.</li> <li>- Examples of fine motor interventions include threading, 'dough disco' and using tweezers.</li> </ul>
	<p><u>In PE lessons, the children will...</u></p> <p><u>Spring 1- Dance</u>          Explore different movements using different parts of the body.          Explore larger scale travelling movements.          Respond to words and music using their bodies and props.          Create their own movement ideas relating to specific words.          Explore different movements using qualities of movement.          Learn the meaning of opposites.</p> <p><u>Spring 2- Gymnastics</u>          Move in a high/low way and explore making high/low shapes.          Explore how to move safely using apparatus.          Explore movements and shapes in high, low, over and under ways on the apparatus.          Identify features of others' work.</p>	

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>● <i>Comprehension</i></li> <li>● <i>Word reading</i></li> <li>● <i>Writing</i></li> </ul>	<p>Daily phonics sessions continue this term, focusing on revisiting and securing Set 1 sounds and learning Set 2 sounds from the Read, Write Inc programme. Fred talk games reinforce blending and segmenting of simple words using these sounds. Sounds are recapped consistently through Pinny Time. Opportunities to bridge Early Literacy skills identified through Launchpad for literacy during Autumn term are planned for. This is achieved through informed intervention. Daily story sessions play an important part of the day where both new and familiar stories are shared.</p>			
<p>This term we will...</p> <ul style="list-style-type: none"> <li>- Retell familiar and key text stories, using books, story maps and props as visual cues.</li> <li>- Draw story maps for key texts.</li> <li>- Order pictures from the key text.</li> <li>- Read and write CVC words.</li> <li>- Write simple captions and sentences about pictures from the story.</li> <li>- Hold a sentence and repeat back orally.</li> <li>- Use vocabulary and forms of speech that are increasingly influenced by experiences of books.</li> <li>- Write simple captions.</li> </ul>	 <ul style="list-style-type: none"> <li>- Draw and label a map of London.</li> </ul>	 <ul style="list-style-type: none"> <li>- Label a penguin.</li> <li>- Penguin speech bubble.</li> <li>- To answer questions related to characters or events within a familiar story, e.g. how do you think the penguin felt when he was alone at the South Pole?.</li> </ul>	 <ul style="list-style-type: none"> <li>- Describe a fruit.</li> <li>- To answer questions related to characters or events within a familiar story, e.g. why did Handa get a surprise at the end of the story?.</li> </ul>	 <ul style="list-style-type: none"> <li>- Write a fact about space.</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● <i>Number</i></li> <li>● <i>Numerical pattern</i></li> </ul>	<p>We continue to follow the NCETMs Mastering Number maths scheme in the Spring Term. Our maths provision is underpinned by the counting principles (the one-to-one principle, the stable-order principle, the cardinal principle, the abstraction principle and the order-irrelevance principle). Children continue to use manipulatives to support their mathematical understanding. These include Numicon and Rekenreks, as well as open-ended, natural resources.</p>			

This term the children will...

**Subitising/ Number Pattern:**

- 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.
- Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

**Cardinality, Ordinality and Counting:**

- Continue to develop verbal counting to 20 and beyond.
- Continue to develop object counting skills, using a range of strategies to develop accuracy.
- Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10.
- Order numbers, linking cardinal and ordinal representations of number.
- Continue to consolidate their understanding of cardinality, working with larger numbers within 10.

**Composition:**

- Continue to explore the composition of 5 and practise 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'.
- Explore the composition of odd and even numbers, looking at the 'shape' of these numbers.
- Begin to link even numbers to doubles.
- Begin to explore the composition of numbers within 10.

**Comparison (inc. Measures):**

- Continue to compare sets using the language of comparison, and play games which involve comparing sets.
- Continue to compare sets by matching, identifying when sets are equal.
- Explore ways of making unequal sets equal.
- Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

**Pattern:**

- Continue an ABC, ABB, AABB and ABBC pattern.
- Continue the pattern at least 3 times.
- Identify the rule of a pattern.

**Shape and Space:**

- Become increasingly familiar with and use language to describe the properties: curvedness, number of sides and corners (2D), faces, vertices, edges (3D).
- Recognise and use informal language to describe the properties/ differences of triangles and rectangles in a range of representations and orientations (not always as regular shapes) e.g. pointy, thin, fat.
- Know that a square is a type of rectangle.
- Exposure to equal sides, parallel sides.

<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>● <i>Past and present</i></li> <li>● <i>People, culture and communities</i></li> <li>● <i>The natural world</i></li> </ul>	<p>During outdoor learning, children look for changes that occur during Winter and Spring to support scientific understanding. Children are encouraged to be curious and to ask questions – stimulating a sense of excitement about natural phenomena and developing the foundations of scientific enquiry. Children learn about different festivals such as Chinese New Year and Easter and learn how people celebrate them. Children are supported to consider how their world (in relation to where they live, their families and themselves) compares to those living in other places.</p>			
 <ul style="list-style-type: none"> <li>- Explore similarities and differences between London and Ashington.</li> <li>- Find out about London landmarks.</li> <li>- Learn about our King.</li> <li>- Explore natural and manmade features.</li> </ul>	 <ul style="list-style-type: none"> <li>- Explore the similarities and differences between Ashington and Antarctica.</li> <li>- Notice changes in the natural environment, such as how ice melts.</li> <li>- Learn the animals that live in Antarctica.</li> <li>- Make predictions in relation to floating and sinking.</li> </ul>	 <ul style="list-style-type: none"> <li>- Explore familiar and new fruits using senses.</li> <li>- Explore the similarities and differences between Kenya, Ashington and Antarctica.</li> </ul>	 <ul style="list-style-type: none"> <li>- Learn facts about space.</li> </ul>	
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>● <i>Creating with materials</i></li> <li>● <i>Being imaginative and expressive</i></li> </ul>	<p>Creative materials such as paint, dough and collage are used to explore colour and texture. Children learn about famous artists and use their work as inspiration when creating. Children mix paint together for a purpose and experiment with texture by adding resources to the paint. Children construct with a range of materials; making their own decisions about the materials they will need to use. Through stories, role play and small world play, opportunities are extended to explore imagination and step into a make believe world. Music and movement experiences are ongoing too, through the use of instruments and regular songs and rhymes.</p>			
 <ul style="list-style-type: none"> <li>- Sketch a London landmark.</li> <li>- Build a bridge using construction materials.</li> <li>- Bus station role-play area.</li> </ul>	 <ul style="list-style-type: none"> <li>- Use junk modelling to design and build a boat.</li> </ul>	 <ul style="list-style-type: none"> <li>- Design and build a basket suitable to carry fruit, refining methods of joining different materials.</li> <li>- Make a fruit salad.</li> <li>- Listen to traditional African music and explore African musical instruments.</li> <li>- Fruit shop role-play.</li> </ul>	 <ul style="list-style-type: none"> <li>- Paper Mache planet.</li> <li>- Design and make a rocket.</li> </ul>	