

## Communication and Language

Listening, Attention and Understanding - Listen and talk about stories building familiarity and understanding. Learn rhymes, poems, and songs. Children will listen to and talk about stories to build familiarity and understanding.

Speaking - Encourage and model the use of how and why questions and model using language correctly. Retell stories using story language and story props. Encourage and model describing events in some detail. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.

## Personal, Social and Emotional Development

**Scarf - Keeping Myself Safe** - Children will be able to talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.

**Self-Regulation** - Children will be encouraged and supported to express their feelings and consider the feelings of others and they will be supported to identify and moderate their own feelings socially and emotionally. Children will be supported to think about the perspectives of others. (Links to Zones of Regulation) Children will grow in resilience and perseverance in the face of challenge. (Links to Learning behaviours).

**Managing Self** - Children will manage their own needs such as personal hygiene and know and talk about the different factors that support their overall health and wellbeing: such as regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian.

**Building Relationships** - Children will be encouraged to see themselves as a valuable individual and build constructive and respectful relationships through daily interactions, class routines, Circle times and discussions.

## Physical Development

**Fine Motor** - Threading, cutting, weaving, and play dough. Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control Encourage children to draw freely. Tweezers to pick up small objects e.g. buttons, counters etc. Cutting with Scissors. Building and making. Pegs to Paper.

**Gross Motor** - Provide children with dance related activities in the stage area. Opportunities for children to develop ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Children will progress towards a more fluent style of moving, with developing control and grace. Pedal Days and daily outdoor play including the use of scooters. P.E Scheme: Games Unit 1, Dance unit 2.

## Literacy

**Comprehension** - Children will learn to make up stories with themselves as the main character. Encourage children to record stories through picture drawing and mark making. Introduce the narrative components of a story.

**Word Reading** - Phonic Sounds: oo (u) ow, ee, ur, ai, or  
Key words: look, now, down, see, going, just, have, see, it's. do, so, it's, do, so

Children will blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Children will learn to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

**Writing** - Children will continue to write CVC words and labels using CVC, CVCC, CCVC words. Children will be supported to develop short sentences with known sound-letter correspondences using a capital letter and full stop. Children will be supported to form lower case letters and capital letters correctly.

Tales Toolkit.

# Spring 1 Journeys

## Mathematics

Number – Children will learn to count objects, actions, and sounds to 10. Children will learn how to subitise to 10. Children will automatically recall number bonds for numbers 0–5 and some to 10. Numerical Patterns – Children will understand the ‘one more than/one less than’ relationship between consecutive numbers. Children will compare numbers. Measure, Shape and Spatial Reasoning - Children will compare length, weight, and capacity.

**White Rose - Alive in 5** One less, representing 0, composition of 5, comparing numbers to 5, equal and unequal groups, and composition of numbers to 5 – two and three groups. Comparing mass – heavier and lighter than, full and empty, measuring capacity.

**White Rose - Growing 6, 7, and 8** Composition of 6, 7, and 8. Matching 6, 7 and 8, making pairs, combining two groups, adding more, comparing height – taller and shorter than, days of the week, measuring height and time. Mastery in Number.

## Understanding the World

Past and Present - Introduce children to different types of transport and talk about how transport has changed over time, share images, and photographs. Listen to a range of stories and put events in chronological order. People, Culture and Communities - Complete a travel survey about how the children travelled to school. Share with the children different transport from around the world. Look at the difference between transport in this country and one other country. Children will design their own map for The Naughty Bus to follow. Use remote control devices to follow the route. Talk about road safety with the children. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Chinese New Year. B&V - Which places are special and why? The Natural World - Children will understand the effect of changing seasons on the natural world around them, learning about winter and they will go on a seasonal walk identifying the signs of winter. Explore the 5 senses making links to winter, exploring the world around them describing what they see, hear and feel whilst outside.

## Expressive Arts and Design

Creating with Materials - Opportunities for children to create collaboratively, sharing ideas, resources, and skills. Children will have opportunities to explore, use, and refine a variety of artistic effects to express their ideas and feelings - children to create their own observational drawings of transport. Junk Modelling – Robots. Making paper lanterns, Chinese writing, puppet making. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas – make a dragon.

Being Imaginative and Expressive - Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody. Children will join in with Chinese songs, dancing, and music. Children will join in with role-play and story props developing storylines through pretend play -retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel – Chinese dancing. Charanga – Everyone!

## Characteristics of Effective Teaching and Learning

### Playing and Exploring

**Children will be learning to:**

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.

Make independent choices.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

### Active Learning

**Children will be learning to:**

Participate in routines.

Begin to predict sequences because they know routines.

Show goal-directed behaviour.

Begin to correct their mistakes themselves.

Keep on trying when things are difficult.

### Creating and Thinking Critically

**Children will be learning to:**

Take part in simple pretend play.

Sort materials.

<p><b>Care</b>  <b>To show we Care:</b>  We will learn how to be kind and caring to our new friends. We will work together as a team to solve problems.</p> <p><b>Aspire</b>  <b>To show we Aspire:</b>  We will Aspire to be independent learners.</p> <p>The Viking Awards  Have a Go Heroes</p> <p><b>Achieve</b>  <b>To show we Achieve:</b>  We will learn to do new things and reach personal learning goals.</p> <p>The Viking Awards  Have a Go Heroes</p>	<p><b>Learning Behaviours</b></p> <p>Pride  Curiosity  Creativity  Determination  Collaboration</p> <p><b>Fundamental British Values</b></p> <p>In the Early Years, the fundamental British Values are explored in ways that are meaningful to young children. Fundamental British values are important democratic values. Overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them. The Fundamental British Values are:</p> <p>Democracy  The rule of law  Individual liberty  Mutual respect and tolerance of those of different faiths and beliefs.</p>	<p><b>Enrichment:</b></p> <p>Winter Walk  Road Safety Walk  Fire Engine Visit  Place of worship visit  Pedal Day  Explorer Day  NOBOT Exhibition  Chester Zoo – Whole School</p> <p><b>Stories and Texts:</b></p> <p>The Naughty Bus  The Train Ride  NOBOT  Other stories that capture children’s interest and support PSHE themes.</p> <p><b>Celebrations, Festivals and Events</b></p> <p>Chinese New Year  Children’s Mental Health Week  Safer Internet Day</p> <p><b>Parental Engagement</b></p> <p>Stay and Read  NOBOT Exhibition</p>	<p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Solve real problems.</p> <p>Use pretend play to think beyond the ‘here and now’ and to understand another perspective.</p> <p>Know more, so feel confident about coming up with their own ideas.</p> <p>Make more links between those ideas.</p> <p>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p>
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