

Communication and Language

Listening, Attention and Understanding - Understand the importance of listening and why listening is important. Encourage questioning throughout interactions. Sustain concentration and focus when listening to a story.

Speaking - Encourage and model questioning and vocabulary. Opportunities for children to articulate their ideas and thoughts in well-formed sentences. Children will retell stories once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.

Personal, Social and Emotional Development

Scarf - Rights and Responsibilities - Children will be able to understand that they can make a difference. Identify how they can care for their home, school, and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.

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. Children to hold a pencil effectively with a comfortable grip and form recognisable letters, most of which are correctly formed. Pegs to Paper.

Gross Motor –Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Scooters, Pedal Days, and daily outdoor play. P.E Scheme: Fundamentals Unit 1 Gymnastics Unit 2. (Performing Arts lessons)

Literacy

Comprehension - Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children will use vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Model to the children story structures such as the beginning, middle, and end. Encourage children and provide opportunities for children to retell stories to an audience.

Word Reading - Phonics sounds: oa, er, igh, air, oi, ear, ure
Key words: come, some, were, one, like, by, when, little, what, day, away, play, children
Children will read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Writing - Children will draw and label their own story maps, writing captions and labels, and writing simple sentences. 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 2 Explorers

Mathematics

Number - Children will learn to count objects, actions, and sounds to 10. Children will learn how to subitise to 10. Children will explore the composition of numbers to 10 and count beyond 10. Numerical Patterns - Children will understand the 'one more than/one less than' relationship between consecutive numbers. Children will compare numbers. Children will compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Children will select, rotate, and manipulate shapes to develop spatial reasoning skills. Children will continue, copy and create repeating patterns. **White Rose – Building 9 and 10** Representing and sorting 9 and 10, ordering numerals to 10, composition of 9 and 10, numbers to 10, counting back from 10, comparing numbers within 10, making 10, 3d shapes, pattern.

Consolidation
Mastery in Number

Understanding the World

Past and Present - Children will talk about celebrations from the past, comparing and contrasting characters from stories, including figures from the past and comment on images of familiar situations in the past e.g. Pancake Day.
People, Culture and Communities - Share videos, photos, and images from the wider world. Listen to what children say about what they see. Introduce children to a world map and locate Africa. Talk to the children about similarities between a country in Africa and the UK. Share stories linked to Africa. Encourage the children to recognise similarities and differences between life in this country and life in other countries. Encourage the children to recognise that some environments are different from the one in which they live. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Easter, Holi, and Ramadan.
B&V - Which places are special and why?
The Natural World - Make links to animal homes and habitats. Listen to children describing and commenting on things they have seen whilst outside. Children will understand the effect of changing seasons on the natural world around them, learning about the changing seasons winter into spring. Children will describe what they see, hear and feel whilst outside.

Expressive Arts and Design

Creating with Materials - Children will have opportunities to explore, use, and refine a variety of artistic effects to express their ideas and feelings, explore different textures; make patterns using African Art as inspiration. Children will explore with making patterns and weaving. Explore using ink patterns. Design and make African masks selecting tools and techniques needed to assemble them. Easter Crafts, Mother's Day crafts.
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 – African songs, music, and dancing. Learn a traditional African song and dance and perform it. Develop storylines in their pretend play. 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 – African dancing.
Charanga – Our World

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.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems.

<p>Care To show we Care: 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>Aspire To show we Aspire: We will Aspire to be independent learners.</p> <p>The Viking Awards Have a Go Heroes</p> <p>Achieve To show we Achieve: We will learn to do new things and reach personal learning goals.</p> <p>The Viking Awards Have a Go Heroes</p>	<p>Learning Behaviours</p> <p>Pride Curiosity Creativity Determination Collaboration</p> <p>Fundamental British Values</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>Enrichment:</p> <p>Pedal Day World Book Day – Whole School Africa Day Science Week – Whole School</p> <p>Stories and Texts:</p> <p>Handa’s Surprise Handa’s Hen Anacy and Mr Drybone Other stories that capture children’s interest and support PSHE themes. Share a range of rhymes and poems.</p> <p>Celebrations, Festivals and Events</p> <p>St David’s Day St Patrick’s Day Shrove Tuesday Ash Wednesday World Book Day Holi Mother’s Day Ramadan Easter St George’s Day</p> <p>Parental Engagement</p> <p>Stay and Read</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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