

By the end the Spring Term, pupils should be able...

| Communication and Language | Physical Development | Personal, Social and Emotional Development | Literacy |
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| <ul style="list-style-type: none"> - To engage in non-fiction books - To use new vocabulary in different contexts - To articulate their ideas and thoughts in well-formed sentences - To use talk to work out problems, explaining and predicting - To describe events in some detail - To develop social phrases - To listen to and talk about stories to build familiarity and understanding and then show recall skills | <ul style="list-style-type: none"> - To revise and refine their fundamental movement skills - To progress towards a more fluent style of movement - Develop small motor skills - scissors, pencils, paintbrushes, cutlery etc - To combine movements with ease and fluency - To develop the foundations of a handwriting style which is accurate and efficient - To further develop the skills they need to manage the whole school day | <ul style="list-style-type: none"> - To see themselves as a valuable individual - To build constructive and respectful relationships - To show resilience and perseverance in the face of challenge - To identify and moderate their own feelings socially and emotionally - To think about the perspectives of others - To manage their own needs including using the toilet and washing their hands | <ul style="list-style-type: none"> - To read individual letters by saying the sounds for them within Read Write Inc - To orally blend sounds into words - To form lower case and capital letters correctly - To spell words by identifying the sounds and then writing the sound with letter(s) - To participate in planned daily phonic sessions - To write short sentences using sounds known and capital letters and full stops - To read a few common exception words and then simple phrases and sentences - To share books at home and develop their enjoyment for reading <p><u>Phonics</u></p> <p>Use of RWI phonics within ability groups to challenge and support what children can do.</p> |

| Maths | Understanding the World | Expressive Arts and Design | Characteristics of Effective Learning |
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| <ul style="list-style-type: none"> - To learn to subitise and use this skill when counting and approaching mathematical problems - To link the number symbol to the correct number of objects - To count beyond 10 - To explore the composition of numbers to 10 and begin to recall number bonds within 0-10 - To understand the 1 more and 1 less relationship between consecutive numbers - To continue, copy and create repeating patterns - To compare length, weight and capacity - To compose and decompose shapes | <ul style="list-style-type: none"> - To recognise that people, have different beliefs and understand that some places are special to members of their community - To explore the natural world around them, including Forest School - To draw information from a simple map - To understand the effect of changing seasons on the natural world around them - To recognise some environments that are different to the one in which they live - To comment on images of familiar situations in the past - To recognise some similarities and differences between life in this country and life in other countries | <ul style="list-style-type: none"> - To explore, use and refine a variety of artistic effects to express their ideas and feelings - To return to and build on their previous learning, refining ideas and developing their ability to represent them - To move and express their responses to music - To watch and talk about dance and performance art, expressing feelings and responses - To sing in a group or on their own, increasingly matching the pitch and following the melody - To develop storylines in their pretend play - To explore and engage in music making and dance, performing solo or in groups - To create collaboratively sharing resources, ideas and skills | <p>Playing and Exploring:</p> <ul style="list-style-type: none"> • finding out and exploring • using what they know in their play and learning • being willing to have a go <p>Active Learning:</p> <ul style="list-style-type: none"> • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do <p>Creating and Thinking Critically:</p> <ul style="list-style-type: none"> • have and develop their own ideas • using what they already know to learn new things • developing strategies for doing things |

Please Note: Wherever possible work is cross-curricular (for a purpose/linked to our topic) to give meaning and help understanding. Curriculum Maestro will be used within our planning. The Characteristics of Effective Learning are over-arching and are seen in all areas of learning.