

## Prime Area: Personal, Social and Emotional development (PSED)

- Celebrating differences
- Identify and moderate their own feelings socially and emotionally.
- Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios
- Looking After our Planet (link to UW and walk around local area)
- Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on
- Entrust Unit- Me and My Relationships
- Identify attributes that make a good friend
- Explain own knowledge and understanding
- To explain who is in their family
- To ask questions of other people
- Use tools safely
- Explain some rules that keep them safe in school
- Explain some ways to be safe around dogs

## Prime Area: Communication and Language (CL)

- Using language well
- Asks how and why questions...
- Discovering Passions
- Retell a story with story language
- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Learn rhymes, poems and songs.
- Describe events in detail - time connectives
- Understand how to listen carefully and why listening is important
- Sustained focus when listening to a story
- Repeat short phrases and sentences

## Prime Area: Physical Development (PD)

- Threading, cutting, weaving, playdough, Fine Motor activities.
- Handle tools, objects, construction and malleable materials with increasing control
- Encourage children to draw freely.
- Holding Small Items / Button Clothing / Cutting with Scissors - holding scissors correctly
- Dough disco and Forest school
- Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed
- Fundamental skills - Balance- children moving with confidence
- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle
- Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking

### Spring Term: Winter Wonderland and

Spring Sunshine



## Specific Area: Literacy

- Continue to introduce letter sounds/ daily phonics- Phase 2/3/4
  - Literacy Tree texts: The Little Seed, I Will Not Ever Never Eat a Tomato, The Extraordinary Gardener
  - Forming letters correctly
  - Writing simple dictated words, captions and sentences
  - Understand instructions
  - Little Wandle Phonics
  - Role play writing activities
  - Label pictures
  - Sequence events (real and imagined)
  - Explorers sentence match/ write a postcard from an explorer.
- Focus texts: The Tiny Seed, I will not ever eat a tomato, Jack and the Beanstalk, the Extraordinary Gardener.

## Specific Area: Expressive Arts and Design (EAD)

- Children will be encouraged to select the tools and techniques they need to assemble materials that they are using - Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Role play- Winter house and spring house: babies, Chinese New Year, Valentines Day
- 3D penguin model
- Paint a Spring scene/flower
- Making Chinese lanterns, Chinese writing, puppet making, Chinese music and composition
- Mother's Day crafts/card
- Easter crafts
- Artwork in the style of Van Gogh- using different media on same piece of work
- Provide a wide range of props for play which encourage imagination.
- Music Sparkyard- Musical Patterns and Performing

## Specific Area: Understanding the World (UW)

- Listening to stories and placing events in chronological order - Ernest Shackleton
- Nocturnal Animals, different environments and habitats, hibernation etc
- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.
- After close observation, draw pictures of the natural world, including animals and plants - look at parts of plants, plant bulbs
- Re-introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us (link to walk to park)
- Change in living things - Changes in the leaves, weather, seasons, clothing worn etc Provide opportunities for children to note and record the weather.
- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
- Freezing and melting - materials
- Mini beast hunts and Life cycles - frogs
- Celebrations: Chinese New Year St George's Day, St Andrew's Day, St Patrick's Day, Shrove Tuesday, weddings, Easter,
- Trip to Peak Park- observing animals and learning about penguins/polar bears.
- British Values - rule of law and individual liberty

## Specific Area: Mathematics (M)

### Alive in 5!

- **Number** - Introducing 0, comparing numbers to 5, composition of 4 and 5
- **Measure Shape and Spatial thinking** - Compare mass and compare capacity

### Growing 6,7 and 8

- **Number** - 6,7 and 8. comparing numbers to 5, making pairs and combining two groups
- **Measure Shape and Spatial thinking** -Length and height, time
- **Building 9 and 10**
- **Number** - Building 9 and 10, comparing numbers to 10, bonds to 10
- **Measure Shape and Spatial thinking** -3D shape and pattern