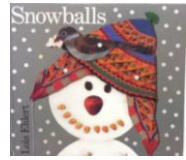


Core Texts

Jack Frost by Kazuno Kohara
Snowballs by Louis Elhert



Favourite five:

The Tom Percival series:

- Perfectly Norman
- Ravi's roar
- Misha makes friends
- Tilda tries again
- Milo's monster

PSED

Personal, social, emotion development- This is split into 3 areas:

Managing self, self regulation and building relationships.

We will be working on the following in this first half term:

- Follow two-step instructions.
- Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.
- Dress and undress for PE independently.
- Discuss healthy food choices.
- Sort healthy foods from less nutritional food.
- Hold back & forth conversations, listening to their peers' ideas and responding appropriately.
- Show empathy in simple ways, e.g. finding an adult for a child who is hurt.

Maths

Rote counting -Rote count on from a given number between 1 and 20

Counting objects - Show accuracy when counting a group of objects, showing 1 to 1 correspondence.

Number recognition -Select the numeral that represents a set of object..

Shape- Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.

Positional language- Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind.

Communication and Language

We continue to use our new rick vocabulary on a daily basis.

- To start a conversation with an adult or a friend and continue it for many turns.
- To use talk to organise themselves and their play.
- To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- To be able to talk about familiar books, and be able to tell a simple story.
- To begin to understand how to listen carefully and why listening is important

Curriculum Web

Spring 1

On a Winters Day

This half term, we will be off to Antarctica

We will be developing knowledge and understanding of seasonal change and observe scientific changes for melting and freezing.

Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.

- To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. We look at Antarctica on the map.
- Begin to explore the natural world around them and seasonal changes – Winter
- To describe what they see, hear and feel whilst outside, we look at ice, frost and melting.
- Look at maps of our school/area and discuss the features they notice. Make their own maps.

Literacy

English is split into three areas:

Comprehension :Tell the story to another person using the book or images.

Make a simple prediction based on the events of a story so far.

Writing: Form all letters of the alphabet.

Write VC/CVC words that can be read by themselves or others.

Reading: Say a sound for each letter in the alphabet

Blend and read VC/CVC words.

Expressive Art and Design

- Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.
- Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.
- Create more complex narratives in their pretend play, building on the contributions of their peers.
- Organise themselves into collaborative creative opportunities (role play, performance, artwork).

R.E

Special stories:

We discuss why some stories are special? What special messages can we learn from stories.

They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways.

Physical Development

This has 2 areas:

Gross motor – PE sessions-

- Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- Developing throwing and catching skills with appropriate apparatus

Fine motor skills.

- Forms all letters of the alphabet with correct formation.

Working towards or using a tripod grip.

Uses scissors with effective hand-positioning and with control.