



Spring 1 Our World Organizer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Important Jobs						Phonic Assessment
TOPIC	Our World (4 weeks)				'Chinese Luna New Year' (2weeks)	
Lead Text						
Topic Knowledge	<p><u>Handa Africa and the Arctic</u></p> <p>Africa is made up of many different countries and languages. Africa grows many fruits, Avocado, pineapples, mangos, guava and oranges. The Arctic and Africa have very different environments. The ground in the Arctic is almost always frozen. Africa is very hot and is made up mainly of grassland called the savanna. It has deserts and rainforest too. They have different methods of travel. The animals in each continent adapt their environments. They have blubber to keep them warm in the Arctic and in Africa some animals use the sand and mud to keep them cool. Both have skins that camouflage them from prey.</p>				<p><u>Chinese New Year</u></p> <p>Chinese New Year is a festival to celebrate the start of a new year. There is a lantern festival on the last day of the Chinese New Year. Red is a lucky colour. The Chinese flag is red with 5 stars on. It's a time for family gathering Every year is named after a different animal. These animals are: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog and pig. The first year was won by the rat Chinese New Year is linked to the new moon. Children receive red envelopes containing money The Chinese do a big spring clean get rid of any bad luck and make room for good luck. Dragon and lion dancing bring good luck too.</p>	
Topic Book	Handa's Surprise series				<u>The Great Race</u>	

Personal, Social and Emotional Development

Disciplines

Self-Regulation

Feelings and behaviour regulation

- Say how others are feeling based on their expressions and actions

Working for goals

- Say what I am good at and what I would like to improve

Focused attention

- Sit and listen during adult focus time
- Follow instructions with two or more parts

Managing Self

- Keep on trying even when I am finding something difficult
- Follow the school and class rules
- Talk about the school and class rules
- Talk about what is right and wrong
- Say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.

Building Relationships

- Use words to help solve conflicts with others
- Work well with others listening and sharing ideas
- Show friendly behaviour in the classroom and around school
- Develop friendships with lots of different people
- Identify how others feel and respond to them appropriately

Role of the adult

Allow children time to mix within friendship groups but also allow time to spend with others.

Have high expectations for children following instructions.

Model positive behaviour, showing what is kind and considerate.

Encourage children to follow two-step instructions.

Allow children to magpie ideas from others.

Ensure children are following rules around school – going into assembly, in the hall at lunch time, out at lunchtime.

Kapow

Why do We Have Rules

- Understand Why we Have Rules



Building Towers

- To understand the importance of persistence in the face of challenges.
- To develop confidence in their own ability to solve problems.

Team Den Building

- To work together as a group to overcome challenges.
- To communicate effectively with other

Grounding

- To learn and practise 'grounding' coping strategies

Team Races

- To understand the importance of perseverance in the face of challenge

Circus Skills

- To learn new skills, showing resilience and perseverance in the face of challenge

Other Information

Up the level of Weekend News: Children begin to write about their weekend news. Use the posters as prompts for who, what, when, where and how to be encouraged to add these elements in their writing.

Communication and Language

Disciplines

Listening, Attention and Understanding

- Respond to what you have heard by asking questions and saying what you think
- Say what you think
- Ask questions about what you have heard
- Respond to what others say
- Listen carefully to rhymes and songs, paying attention to how they sound.

Speaking- ELG

- Share ideas in small groups
- Share ideas with familiar adults
- Explain events that have already happened in detail
- Engage in stories, rhymes and non-fiction, sharing ideas about them
- Listen to and talk about stories to build familiarity and understanding.
- Start to use full sentences
- Start to use past, present and future tenses

Role of the adult

In poems, pause at rhyming words for children to join in.
Encourage children to have fun with rhyme.
Encourage children to speak in full sentences.
Model correct tenses.
Participate in role play
Continue to extend vocabulary
Introduce new vocabulary related to topics and everyday use.
Place vocabulary charts up in the class room.

Small World



Handa's Surprise and Africa



The Arctic and Antarctica



Chinese New Year The Great Race

Provision Enhancements

Role play area

- **Smoothie Bar**

Add fill, Fruit, Map of the world, African clothes, African prints
Chn to make own fruit decorated cups, Interactive read and match

Chinese Restaurant

Lanterns, chop sticks, menus, note pads, Chinese plates and food,
Chinese clothes, interactive read and match etc



Smoothie Bar



Chinese Restaurant

Physical Development

Disciplines

Gross Motor

- Throw, kick, pass and catch a large ball
- Move and use both large and smaller scale equipment (building blocks etc)
- Combine different movements with ease and fluency (gymnastics)
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Fine Motor

- Sit at a table to write
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Hold a pencil in a tripod grip
- Use scissors



Footballs



Basketballs and hoops

PE Rhino Sports

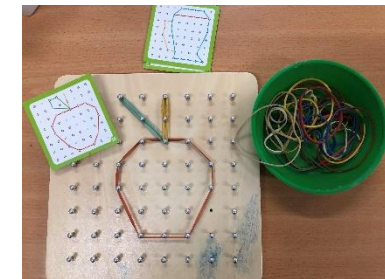
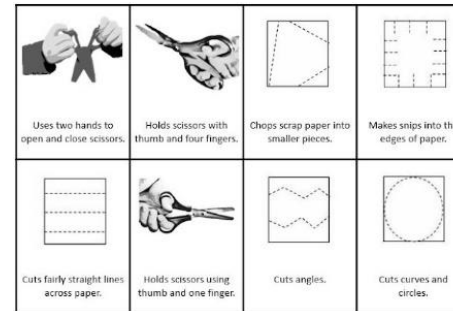
Gymnastics

- Spacing and body shapes
- Balancing on one leg for 10 seconds
- Travel in different ways
- Travel along a beam
- Vault skills



Provision Enhancements

Scissor Skills:



Disciplines

Set 1 Sounds consolidate: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k

Set 2 Sounds Begin: ay ee igh ow oo oo ar or air ir ou oy

Reading

Comprehension

(Understanding & retelling)

- Retell key events from stories I have read
- Describe the key events in detail
- Recall facts from a non-fiction book

Comprehension (Prediction)

- Say what might happen next linked to other similar stories

Comprehension

(Vocabulary)

- Talk about stories, rhymes, non-fiction and songs

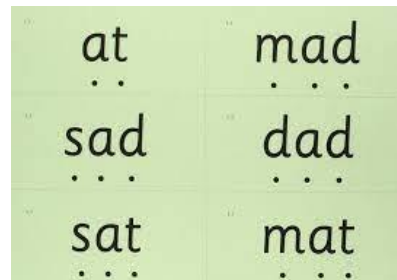
Word Reading

Grapheme- Phoneme matching

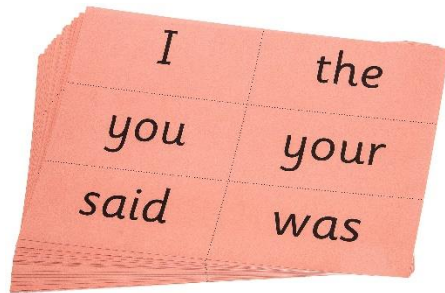
- Recognise set 1 speed sounds
- Recognise some of the set 2 speed sounds
- Recognise at least 5 digraphs
- Read some letter groups that each represent one sound and say sounds for them.

Blending and Segmenting

- Read words containing set 1 sounds
- Read captions (4-6 words)
- Begin to read simple sentences
- Read most red and green words



Green words

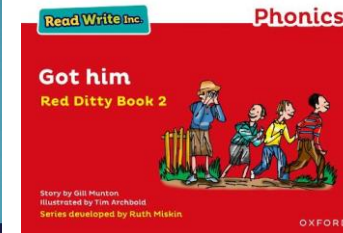
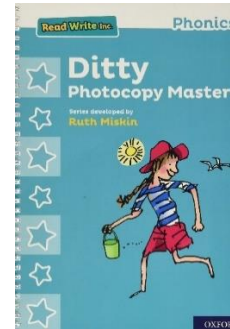


Red words

RWI

Ditties

- Speed Sounds
- Red word cards
- Hold a sentence



Other Information

Phonic Assessments carried out every 6 weeks
Tricky Word strips sent home

Disciplines

Writing

Letter Formation

- Form most lower case letters correctly
- Form some upper case letters correctly
- Use the correct pencil grip (3 friends hold)
- Begin to keep letters the same size
- Start to ensure that ascenders and descenders are formed correctly

Spelling

- Write set 1 and set 2 letters and sounds (including at least 5 digraphs)
- Spell words containing set 1 sounds including some digraphs
- Spell some red words

Composition

- Write captions (4-6 words)
- Begin to use capitals and full stops
- Begin to use some simple adjectives when writing

Letter Formation

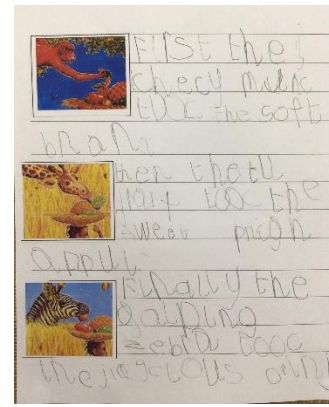
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- Refine letter formation
- Writing on the lines and finger spaces between words
- Begin to keep letters the same size
- Start to ensure that ascenders and descenders are formed correctly

Stages of Writing

Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	
Emergent	
Strings of Letters - long strings of random letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters - groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reveals common, uses a variety of resources to facilitate writing	
Transitional	
Letter/Word Representation - uses first letter/sound of word to represent entire word, uses letter/sound relationships	
First/Last Letter Representation - word represented by first and last letter/sound	
Medial Letter Sounds - words spelled phonetically using DIME sounds, attempt medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	
Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, DIME with detail	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	



Maths

White Rose Maths

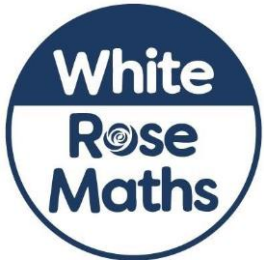
Spring

Block 1: Alive in 5

Block 2: Mass and Capacity

Block 3: Growing 6 7 8

Block 4: Length, Height and Time



Objectives

Counting to 10

Counting groups of objects to 10

Use a tens frame to help structure their counting

Subitising

Representing numbers using concrete resources

Number bonds begin to recall to 5

More/less than a number up to 10

More/fewer, more than/less than

Introduce concept of addition – combining 2 groups

Introduce concept of subtraction – the difference between the 2 amounts

Lining up 2 groups – finding the difference

Part whole model – introducing addition (combining 2 parts to make a whole)

Using vocabulary – altogether

Measuring length, height and weight

Longer, shorter, taller, heavy, light

Disciplines

Number

Numbers to 10 and subitising

- Count objects, claps, movements up to 10
- Match numeral and quantity (within 10)
- Quickly say how many there are (up to 5)
- Link the number symbol (numeral) with its cardinal number value.

Calculation

- Recall number bonds to 5
- Start to give some linked subtraction facts
- Start to recall some double facts e.g. 1 and 1 is 2

Numerical patterns

The Number System

- Count to 20, knowing the teen numbers

Comparison

- Compare two quantities saying when one is bigger/smaller/same
- Say a number that is one more/ less without resources

Patterns

- Spot errors in a pattern
- Name a pattern e.g. ABAB
- Start to identify odd and even numbers linked to sharing

Provision Enhancements

Tens frame

Cubes

Counters

Buttons

Bead strings

Large dice

Tens frame

Cubes

Counters

Bean bags and hoops

Building blocks

Number cards

Part whole models

Counters

Cubes

Balance scales

Cubes of different lengths

Lengths of string/ribbon

Items to be weighed



Understanding the World

	Science	
<p>Discipline</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> •Talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about toys etc. •Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts •Talk about what I have heard and seen in stories and picture books and how this is different/ the same <p><u>People, cultures and communities</u></p> <ul style="list-style-type: none"> •Explore and talk about the natural world using what I know from stories/ non-fiction •Draw information from a simple map •Talk about some special places for people in our and other communities •Start to talk about the differences in lives in other countries <p><u>The Natural World</u></p> <ul style="list-style-type: none"> •Describe animals and plants (both from photos and real life experiences) •Describe my own environment and local area •Describe another environment e.g. desert, Artic etc. •Talk about the weather linked to seasonal change •Talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) •Talk about forces I feel e.g. push, pull etc. •Talk about the differences in materials 	<p>Seasonal Changes</p> <p>Knowledge</p> <p>There are 4 seasons. These are called Autumn, Winter, Spring and Summer. This is a cycle, which means that once summer has ended, we go back to the beginning of the cycle and Autumn starts. Each season brings different seasonal changes.</p> <ul style="list-style-type: none"> • In Winter, most of the trees are bare. • Plants begin to wilt and turn brown. • The weather can be icy, frosty, foggy and snowy. • Some animals hibernate over Winter. • In Winter, it starts to get dark earlier. 	
	<p>Science –</p> <p>Materials</p> <ul style="list-style-type: none"> • Know about different ways of melting <p>Weather and Seasons</p> <ul style="list-style-type: none"> •Know about the seasonal changes that happen in Autumn and Winter •Know about snow and melting •Know about how a snow flake is formed •Know about no two snowflakes are the same. 	<p><u>R.E.</u></p> <p><u>Bible Stories</u></p> <p>The Good Samaritan Daniel and the Lion David and Goliath Jonah and the Whale</p> <p>Theme: Celebrations Key Question: How do people celebrate/ Chinese Luna New Year</p> <p><u>Other information</u></p> <p>This terms christian virtue : Love</p>

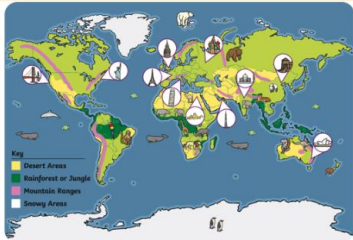
Understanding the World

Geography

Comparing Locations (Arctic)

Knowledge

- This is a map of the world.



- The area at the top is called the Arctic. It is in the North Pole. It is mostly a frozen ocean.
- The area at the bottom is called the Antarctic. It is in the South Pole. It is an area of land covered in ice.
- It is very cold in the Arctic and the ground is almost always frozen.
- In the Summer, the sun never sets and it is always light. In the Winter, it is always dark.

Arctic Animals

Arctic fox – The arctic fox has a short nose and short ears to help keep it warm. Arctic foxes live in burrows under the ground. Their fur changes colour in the Summer and Winter to help them stay camouflaged.

Walrus – A walrus uses its tusks to break holes in the ice so that it can breathe when it's in the water. They have a thick layer of blubber to keep them warm.

Snowy Owl – Snowy owls have very good eyesight and hearing. This helps them catch their prey in the snow.

Polar bear – Polar bears are the largest carnivores that live on land. Seals make up most of a polar bear's diet. They have black skin and although their fur looks white it is see-through. They have a layer of blubber to keep them warm.

Discipline

Compare The Arctic with Africa and England. . *Weather, animals. Locate all three on a map.*

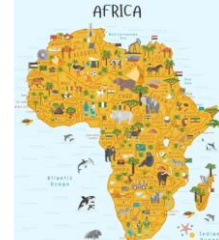
- Draw on experiences of visiting other countries
- Identify places that we have visited or heard of on the map
- Start to use stories and pictures to talk about differences in life in other countries
- Describe what I can see, hear and feel outside
- Talk about the area I live in, including the weather etc.
- Draw information from a simple map
- Contrast the natural world around me with different environments

Comparing different environments through a lead text

Comparing Locations (Africa)

Knowledge

- This is a map of Africa



- Africa is a continent. A continent is a huge area of land on planet earth.
- It is made up of over 50 countries.
- Africa is the hottest continent in the world, it's warm all year and doesn't rain very much.
- It is made up of desert, rainforest and Savanna.
- Savanna is grassland with a few trees. Half of Africa is covered in this.

African Animals

Elephant – The African elephant is the biggest land animal on earth. An elephant has a long trunk that they use to breathe with and pick things up. Elephants use their trunks to pick sand and mud, they throw it on their backs this helps them to protect them from the sun.

Giraffe – Giraffes are very tall they are the tallest animals in the Savannah. They have long necks to help them reach the leaves on tall trees. Giraffes have brown patterns on their skin. Every Giraffe is different.

Zebra – Zebras have black and white stripes these help to keep them cool. Zebras live in large groups They eat grass and often travel for miles looking for grass and water.

Expressive Arts and Design

Disciplines

Creating with materials

- Use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)
- Combine different techniques e.g. collage, paint, crayon, clay to create art
- Talk about my artwork or designs- linked to some of the materials/ techniques I used
- Use materials and props to retell stories and create imaginary situations linked to what I know

Being imaginative and expressive

- Adapt well known stories and narratives and small world/ role play with others
- Use what I know and have read to help create my own stories
- Sing well known songs in a group or alone and match the pitch and melody
- Listen carefully to music and start to move to it
- Join in with singing and dancing
- Explore and engage in music making and dance, performing solo or in groups.



Kapow-Music and Movement

Action Songs

- To understand why songs have actions
- To learn some simple Makaton signs to accompany a song

Finding the Beat

- To explore beat through body movement
- To express feelings and emotions through movement to music

Exploring the Tempo

- To explore beat through body movement
- To express feelings and emotions through movement to music

Exploring Tempo and Pitch Through Dance

- To explore pitch and tempo through scarf dancing and body movement
- To express feelings and emotions through movement to music

Exploring Music and Movement Performance

- To Perform action songs to an audience



DT - Construction

Bridging

- Use 2 blocks to support a 3rd
- Experiment with different length, weight, distribution, balance
- Make comparisons

Enclosing

- Use bridging techniques to create an enclosed space
- Create 3D structures
- Problem solving skills
Eg. if blocks are the wrong size or shape, it could collapse
- Enhance block play with small world (imagination)



Junk modelling for a purpose.

Discuss materials/techniques used

Art

Knowledge

How can paint be applied in different ways to create different textures?

- Know about the work of Jackson Pollock and experiment with his style of work.
Jackson Pollock is a painter. His most famous paintings were made by dripping and splashing paint onto a canvas.
- Know about the work of Wassily Kandinsky and experiment with his style of work.
Wassily Kandinsky is a painter. He uses lots of lines and shapes in his work. His paintings are bright and colourful.
- Understand properties of poster paint and how adding more/less water can change its thickness.
If you add a little bit of water, the paint is thick.
If you add a lot of water, the paint is runny.



Disciplines

- Experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc.
- Name a range of different colours.
- Experiment with mixing coloured paints.
- Describe textures and techniques - for example, 'thick', 'thin', 'wet', 'dry' and 'dribble', 'splatter' and 'drip'.
- Combine paint and collage.



Colour mixing station



Combining paint and collage