

# Spring Term- Once Upon a Time

## Understanding of The World

### Past and Present

- Begin to talk about lives of the people around them and their role in society;
- To identify some similarities and differences between things in the past and now, drawing on their experience and what has been read in class;
- Begin to identify features of the past through settings, characters and events encountered in books read in class and story-telling.

### People, Culture and Communities

- To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- To begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps.

### The Natural World

- To want to explore the natural world around them,
- To make some observations and drawing pictures of plants and animals;
- To identify some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- To begin to learn about some important processes and changes in the natural world around them, including the seasons and the changing states of matter.

## Literacy

### Reading

#### Comprehension

- To retell what has been read to them by using their own words
- To recall story using story mountain
- To use recently introduced vocabulary in their discussions
- To anticipate/ predict key events in stories
- To change story

#### Word Reading

- Say a sound for each letter in the alphabet
- introduce digraphs, digraphs
- introduce some tricky words
- Read words by sound-blending;
- Gain confidence to 'have a go' read aloud simple sentences and books

### Writing

- To practice writing recognisable letters
- To make attempts at spelling words by hearing and identifying sounds in them and representing the sounds with a letter or letters; using classroom displays
- Have a go and write simple phrases
- To write their name confidently

### Vocabulary

- Use and understand recently introduced vocabulary during discussions about stories, rhymes and poems and during role-play.

## Mathematics

### Number

- Have a deep understanding of number to 10, beginning to include composition of each number;
- Subitise ( recognise quantities without counting) up to 5;
- Become more able to recall automatically (without reference to rhymes, counting or other aids) number bonds up to 5
- Become more able to recall automatically number bonds to 5, including subtraction facts.
- Begin to recall some number bonds to 10,
- Begin to investigate double facts.

### Numerical Patterns

- Verbally count beyond 20,
- To begin to recognise the pattern of the counting system;
- To begin to compare quantities up to 10 in different contexts,
- To recognise when one quantity is greater than, less than or the same as the other quantity
- Begin to explore evens and odds,
- Begin to explore double facts
- Begin to explore how quantities can be distributed equally.

## Physical development

### Gross Motor Skills

- To negotiate space and obstacles safely, with consideration for themselves and others;
- To demonstrate strength, balance and co-ordination when playing;
- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing

### Fine Motor Skills

- To continue to practice holding a pencil effectively
- To continue to practice using the tripod grip
- To continue to use a range of small tools, including scissors, paint brushes and cutlery;
- To begin to show accuracy and care when drawing.

## PSE

### Self-Regulation

- Show some understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- To work towards simple goals,
- To be able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, for increased amounts of time.
- To respond appropriately even when engaged in an activity,
- To show an ability to follow instructions involving several ideas or actions.

### Managing self

- To increase self-confidence to try new activities and show independence, resilience and perseverance in the face of challenge;
- To begin to explain the reason for some rules,
- To begin to identify what is right thing to do.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- To work and play co-operatively and take turns with others; most of the time
- To form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to other's needs.

## Expressive Arts and Design

### Creating with Materials

- To safely use and explore a variety of materials, tools and techniques,
- To experiment with colour, design, texture, form and function;
- To share their creations, explaining the process they have used;
- To make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- To Invent,
- To adapt
- To recount narratives and stories with peers and their teachers;
- To sing a range of well-known nursery rhymes and songs;
- To perform songs, rhymes, poems and stories with others,
- To try to move in time with music.

## Communication and Language development

### ELG: Listening, Attention and Understanding

- To listen attentively
- To respond to what they hear with relevant questions, comments and actions when; being read to during whole class discussions and small group interactions;
- To make comments about what they have heard
- To begin to ask questions to clarify their understanding;
- To initiate a conversation
- To engage in back and forth exchanges with their teachers and peers.

### Speaking

- To participate in small group, class and one -to -one discussions,
- To offer their own ideas,
- To use recently introduced vocabulary;
- To offer explanations for why things might happen,
- To make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- To express their ideas and feelings about their experiences using full sentences,

### Visits/ Visitors:

- Library
- Church
- Story teller
- Prince Charming
- Fairytale Ball
- Nurses
- Easter Bunny