

Spring 1 Perfect Pandas

Possible Themes & Interests
(based on interests the children have had in past years)



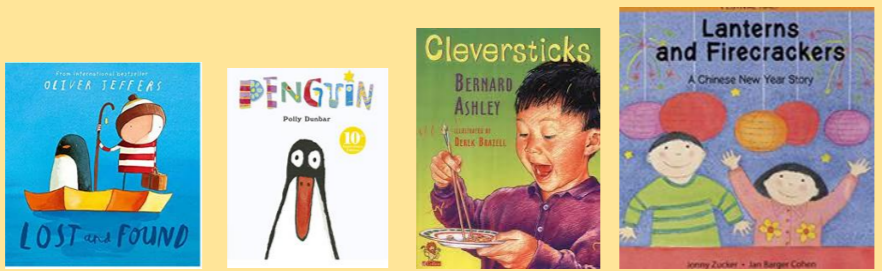
Books following Hoot Owl themes



Suggested Texts




Spring 1 Literacy Texts



+ Daily songs,
nursery rhymes
and school/class
songs.

Prime Areas

Area of learning	Intent and Implementation	Revisit/ongoing throughout the year	On track	Impact not on track	extra focus assessment needed
<p>Communication and Language</p> 	<p>Listening: Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying. Develop listening through focused activities including: BBC Listening – Animals and Habitats BBC Listening – Journeys Listen and Play – Jiggy Pig Listen and Play – Ishy Fish Listen and Play – Oggy Dog Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for an increasing amount of time in the classroom. Respond: Make predictions about what might happen next or story endings in response to texts read. Link to VIPERS when teacher reading to children- Vocabulary, Predict, Explain, Sequence (relevant to Hoot Owls) Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play- link to Tales Toolkit Characters, Setting, Problem and Solution. Understanding: Consider the listener and takes turns to listen and speak in different contexts. Provide numerous opportunities for the children to demonstrate good 2-way conversation or explain their understanding during lessons/provision. Adults should model and question the children to invoke quality responses. Speaking: Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day. The children learn to speak to an audience and show awareness when presenting their Magnificent Me Box to the class. They should use the correct tense eg past tense when talking about their first baby toys. Show and Tell opportunity to share items they have made or brought in from home. Shine Time gives the children the opportunity to prepare poems, stories, dances etc at home and perform to the class. Mystery Guest provides the children will an opportunity to speak to unfamiliar adults.</p>	<p>Learn new vocabulary in all areas of the Curriculum. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Vocabulary displayed on our Word Web Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding. Magnificent Me box presentations. Weekly Listening Activity such as a Radio program, to encourage aural skills rather than visual. Language Link intervention group for those highlighted by assessment of understanding.</p>			
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Can show pride in achievements by showing work to others. Can demonstrate pride in achievements from home eg My Little Star sheets, certificates- displayed on 'WOW' Wall Valentine's Day- people that we love. Why do we love them? Children show their feelings as they arrive at school by choosing the relevant Colour Monster Emotion Manage behaviour: Understand behavioural expectations of the setting. They understand the rules. Take part in class routines such as Star of the Day and Tidy up Rocket. Self-awareness: Being aware of own strengths and weaknesses-Setting New Year targets/wishes for self. Take pride in themselves, work, and achievements.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>			

Can explain right from wrong and try to behave accordingly.
Keeping safe on the internet taught through Digiduck and Penguin Pig- understand why the Internet is not always what it seems!



Independence:

Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.

Can talk about healthy and unhealthy foods.

Restorative Star approach in class- understand the process and take part.

Collaboration:

Consider the listener and takes turns to listen and speak in different contexts.

Can identify kindness and considerate behaviour of others- use the **Jar of Kindness**

Social skills:

Seek others to share activities and experiences.

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>1Decision - Green's Daddy Moves Out</p> <p>Think Equal - Exploring Sensation</p> <p>Restorative Stars - friendship. What is a good friend? Circle</p> <p>1Decision- Friendship- Rainbow can</p>	<p>1Decision- Red Goes Swimming</p> <p>Think Equal- Help Now activities 1 and 2</p> <p>Restorative Stars - Recap of our agreed rules for class and playground.</p>	<p>1Decision -Blue Gets Lost</p> <p>Think Equal - Help Now. Activities 3 and 4</p> <p>Restorative Stars - co-operation and working as a team</p>	<p>1Decision - Orange Sleeps Over</p> <p>Think Equal - Passing Clouds</p> <p>Restorative Stars- first star. Role Play questions</p>	<p>1Decision- Why does Purple play differently?</p> <p>Think Equal - Yoshi is different</p> <p>Review of first week of</p> <p>Restorative Stars -</p>	<p>1Decision - Green stays in hospital</p> <p>Think Equal- Nisha and the Tiger</p>

Think Equal

Exploring Sensation

HELP Now! Activities 1 & 2

Help Now! Activities 3&4

Passing Clouds

Yoshi is Different

Nisha and the Tiger

Francisco's Family

1Decision (PSHE)

Children will see themselves as valuable individuals

Express their feelings and those of others

Identify and moderate their feelings socially and emotionally

Green's Daddy Moves Out- children discuss the situation of split family. Do the children have any experience of this or know anyone?

The children talk openly and freely about their own experiences.

Red Goes Swimming

Blue Gets Lost

Sensory Rainbow intervention for children needing more support.

Social Rainbow Intervention for those needing more support.

Orange Sleeps Over
Why Does Purple Play Differently? – children discuss how everybody is different and like to do things in different ways.
Rainbow helps at home.
Green stays in hospital

RE Where do we belong?

What makes us special? What makes Christians feel special to God?
How is a baby welcomed into a Muslim family?
How is a baby welcomed into a Christian family?

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Where do we belong?	What is special about us? Everyone is special in different ways.	A story for Caleb - Jesus blesses the children	What groups do we belong to? Families, rainbows, football - involve parents.	Religious groups - Zara belongs to Muslim faith, Ravi to Hindu faith, Caleb to Christian faith	How are babies welcomed into a Christian family? Caleb - new sibling - a Christening	Have any of the children been Christened? Or had a naming ceremony? Share

Physical Development



Uk Sports Coaching

Continue to develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon

Dance Unit 1 Recognise that actions can be reproduced in time to music; beat patterns and different speeds.

Cooperate and Solve Problems Unit 1 Collect, distinguish, and differentiate colours and create a shape as a team

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment and Forest School activities.

Gross Motor Rainbow- MSU programme for those requiring it

Squiggle Write- tummy time drawing/writing activity to develop handwriting skills.

Fine Motor Rainbow intervention for those needing more support.

Sensory Circuits

Specific Areas

Literacy



Blackbird, Blackbird
What do you do?
The Gruffalo's Child
One Winter's Day
One Snowy Night
Lost and Found
Sall's Great Balloon Adventure

COMPREHENSION

Use picture clues to help read a simple text.
Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.
Show understanding of some words and phrases in a story that is read aloud to them.
Express a preference for a book, song or rhyme, from a limited selection.
Play is influenced by experience of books (small world, role play).
Books are experienced in many areas of learning eg maths, nature outdoors

WORD READING

Read individual letters by saying the sounds for them'.
Read words containing digraphs and trigraphs taught.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read some common exception words matched to the Phonics Bug programme.
Practise Rhyming strings, understand common themes in Traditional Tales

Daily questioning to develop comprehension skills.

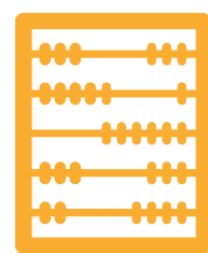
Adults to use modelled reading structure as they 'walk through' a book with a child.

Children to be given a wide variety of reading experiences such as poetry, non-fiction, fiction, rhymes, through a regular **Book Vote**

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Read books consistent with their phonic knowledge or Benchmark Assessment on RR books.

<p>The Snail and the Whale Rosie's Walk We're going on a bear Hunt The Great Race Lunar New Year Around the World</p>	<p>Use Tales Toolkit to begin to tell stories with a structure and use the paper format and symbols to begin to write words or phrases for each section.</p> <p>Notice punctuation in sentences and spot Tricky Words or Decodable words themselves.</p>	<p>Guided Reading linked to current stage of Phonics teaching using Bug Club books</p> <p>Reading Rainbow intervention for those who need extra reading in class</p> <p>Blending Rainbow intervention for those needing support with early phonics and blending</p>			
	<p>WRITING Writing: Use appropriate Phonics to spell words. Begin to write phrases and sentences. Some children become aware of Capital letters and Full stops in sentences. Structure story writing with use of Tales Toolkit. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Use Tales Toolkit approach. Plan to write sentences about Panda Facts by looking at Non-Fiction texts. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes and some from Phase 3. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters through handwriting practise on whiteboards and on handwriting paper.</p> <p>Tales Toolkit Children become more confident with using the Tales Toolkit approach. Drawing and verbalising Toolkit stories in provision. Continue to build on the story making and telling within a class Circle.</p>	<p>Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.</p> <p>Children begin to write on handwriting lines.</p> <p>Squiggle Write- tummy time writing focusing on graphemes and Tricky or Decodable words.</p>			
<p>All Aboard Phonics</p>  <p>See All Aboard Planning</p>	<p>Phase 3 Week 7—ear, air, er Tricky word- they Week 8- Revision Tricky word- are Week 9- Revision Tricky word- all Week 10-Revision Tricky word- what Week 11- Revision Week 12- Revision/Assessment By the end of Phase 3- children should be able to Give the sound when shown all or most Phase 2 and Phase 3 graphemes. Find all or most Phase 2 and Phase 3 graphemes, from a display, when given the phoneme. Blend and read CVC words (e.g. single-syllable words consisting of Phase 2 and Phase 3 graphemes). Segment and make a phonemically plausible attempt at spelling CVC words (e.g. single-syllable words consisting of Phase 2 and Phase 3 graphemes). Read the tricky words taught in this unit. Spell the tricky words from Phase 2. Write each letter correctly when following a mode</p>				

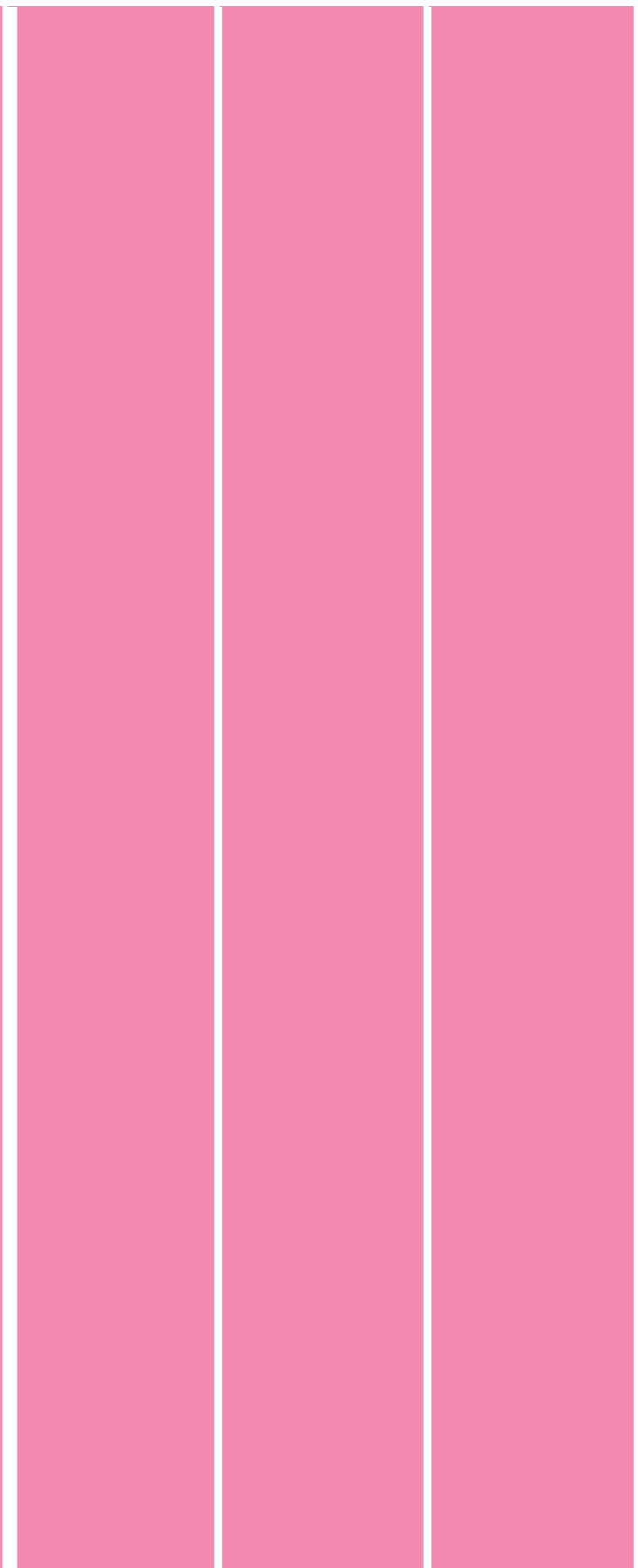
Mathematics



Coverage	Guidance
Alive in Five Introducing zero	Children are introduced to the concept of zero. They will already have some practical understanding of 'nothing there', 'none' or 'all gone'.
Find 0 to 5	Children build on learning from the previous step and use their knowledge of zero to find an amount to five, including zero.
Subitise 0 to 5	Children continue to develop the skill of perceptual subitising. This form of subitising refers to instantly recognising the number of objects in a group without needing to count them. In this step, the concept of subitising zero objects is introduced, as well as the instant recognition of up to five objects.
Represent 0 to 5	Children build on their understanding of numbers from zero to five. Support children to represent the numbers in many ways and in different practical contexts in order to embed their understanding.
1 more	Children build on their knowledge of '1 more' to work with the numbers to 5, including zero. They recognise that zero can be a starting point for counting and the number after 0 is 1
1 less	Children build on their knowledge of '1 less' from 1-5 to work with the numbers to five including zero. They recognise that when counting back, we can include zero after 1
Composition	Children are guided to explore the composition of numbers from zero to five.
Conceptual Subitising to 5	Children build on their learning of composition to five and perceptual subitising to develop their understanding of conceptual subitising. This is the ability to see sets of numbers within other sets, such as seeing the two and three in the number five, without having to count. Children are taught to recognise a whole quantity by recognising and combining these smaller quantities.

Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering.
Ensure outdoor continuous provision provides lots of opportunity for weighing measuring and capacity as well as counting etc

Maths intervention given to those requiring more support



		for children to build on this skill over time using smaller numbers first.			
	Double 8 (make a double)	Children build on their knowledge of finding a double by now physically making them using manipulatives and their own mark-making. They should be given opportunities to build doubles in many different contexts.			
<p>Understanding the World</p> 	<p>Beyond Living Memory – What was different Long Ago? (History) Knowledge and Skills Know similarities and differences between things in the past and now – using what has been read in class. The way people lived in the past is different to now eg food, toys, transport, schools, clothes. Objects from the past look different to objects in the present.</p> <p>People Look at lives of people around them and their roles in society – women’s rights Learn about Rosa Parks Know some similarities and differences bet things past and now (through books)</p> 		<p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside during outdoor provision and Forest School.</p> <p>Observation: Explore the natural world around them by taking part in weekly forest school inspired ‘Forest School’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>		
	<p>Mapping: Why do we need maps? (Geog) Maps from imaginary story settings such as ‘We’re going on a Bear Hunt’, ‘Rosie’s walk’ Draw map of local area /roads/ familiar journeys e.g. Journey to school Children to use the school grounds to create story sticks and draw sketch maps within the provision. Explain some similarities and differences between life in this country and life in China, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps. Recognise some environments that are different to the one in which they live e.g., China</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. Find out facts about Pandas using Non-Fiction Books and the Internet- where they live, what they eat and about them being ‘endangered’, Facts about China, features, environment, important landmarks, location on Globe.</p> <p>SCIENCE- States of Matter- Why does chocolate melt? Why does chocolate melt? Combine and mix ingredients Change materials by heating and cooling</p> <p>Vocab- hot, cold, melt, wet, dry, change, change back, solid, liquid</p> <p>ICT- Computing Purple Mash –2Explore- Create music rhythms to record and play</p>				

Expressive Arts
and Design



Art

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Drawing - Marvellous Marks	Mark making with wax crayons.	Mark making with felt tips.	Mark making with chalk.	Observational pencil drawing.	Drawing faces.	Drawing faces in colour.
Autumn 2 Painting and mixed media	Finger painting	Outdoor painting	Painting to music	Collage and transient art	Landscape collage	Group art
Spring 1 3D Sculpture Creation Station.	Clay	Playdough	3D Landscape Art	Designing Animal Sculptures	Creating Animal Sculptures	Painting Animal Sculptures
Summer 1 Craft and Design	Cutting Skills	Threading Skills	Joining Materials	Paper Snakes	Flower Designs	Tissue Paper Flowers

3D Sculpture - Creation Station (Beth Cavener, Julie Wilson)

Exploring sculpture to create a 3D Panda

Explore the properties of clay.

Use modelling tools to cut and shape soft materials eg. playdough, clay.

Select and arrange natural materials to make 3D artworks.

Talk about colour, shape and texture and explain their choices.

Plan ideas for what they would like to make.

Other EAD opportunities

Develop storylines in their pretend play.

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Collaborative- creating a Chinese Dragon dance as a class in the Hall to Chinese music.

Role Play in the Chinese Restaurant- taking orders, reading Menus, using chopsticks, wearing Chinese style clothes, using new vocabulary

Writing Chinese Numbers with black paint and brushes

Ribbon dancing to Chinese Music- watching real Chinese dancers as inspiration and creating own dances.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Add music into Tales Toolkit story telling sessions. Create sound effects.