

## Moving and Handling

### Real PE:

Unit 4 creative skills - coordination and counter balances.

### Balanceability / Daily Mile / Building walkways

Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiments with different ways of moving.

### Building bridges using large (and small) construction

Handles tools, objects, construction and malleable materials safely and with increasing control.

### Writing

Holds pencil near point between first two fingers and thumb and uses it with good control.

Uses a pencil and holds it effectively to form recognisable letters

## Reading

**Focus author: Martin Wadell**

**Read Write Inc daily phonics in groups**

Twice a day story time

Shared reading/ Guided reading

Whole class book : No Dinner!

Simple narratives

**Instructions**

Knows that information can be relayed in the form of print

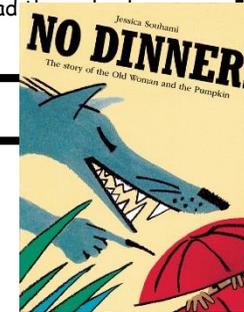
Enjoys an increasing range of books

Knows information can be retrieved from books and computers.

Begins to read words and simple sentences.

Use phonic knowledge to decode regular words and read

Read words and simple sentences.



## Writing

**RWI daily phonics - in groups**

**Power of Reading: No Dinner!**

**Orally rehearsing and story-telling/ writing a simple narrative / speech bubbles / freeze frames / description**

Begins to break the flow of speech into words  
Can segment the sounds in simple words and blend them together.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writes things such as labels and captions.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others, some words are spelt correctly and others are phonetically plausible  
They also write some irregular common words.

## Space Shape & Measure

### Money

to use vocabulary related to money

To solve money based problems (40-60 months + ELG)

**Weight - exploring scales and comparing weights**

Children use everyday language to talk about weight

Order two items by weight (40-60 months + ELG)

**Length/ Height**

to order two or three items by length or height. (40-60 months)

To use everyday language to talk about size (ELG)

**3D shapes**

Use familiar objects and common shapes to build models and re-create patterns. Begin to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. (40-60 months)

**Continuous provision:**

**Outdoor shape hunt**

select a particular named shape

**Height charts and measuring outside.** Chn to measure each other/ compare and order heights/ use everyday language to talk about height

**Shop role play/** use everyday language to talk about money

## Number

### Doubles

beginning to understand problems that involve doubles (40-60 months)

### Addition

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Finds total number of items in 2 groups by counting all of them and beginning to use the vocabulary involved in adding.

Records, using marks that they can interpret and explain.

**Number recognition 0-10, 0-20 and beyond.**

**Matching numerals to objects**

**Counting in 2's Writing numbers**

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects (focus on careful counting)

Counts an irregular arrangement of up to ten objects.

Children count reliably with numbers from one to 20, place them in order

## Listening and Attention

**Story times, assemblies, carpet inputs, All About Me bags (listen and question time)**

Listens in a whole class situation.

Listen and recall significant details.

Listen to explanations and respond.

Remain focused and persevere in play whilst sustaining a conversation.

Remain focused, concentrates and sits quietly during an activity.

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

## Understanding

Able to follow a story without pictures or props.

Following instructions involving several ideas or actions

Listens and responds to ideas expressed by others in conversation or discussion.

They answer 'how' and 'why' questions about their experiences and in response to stories or events

## Using Imagination

**Story telling / small world : Wild animals jungle area Role Play: Jungle jeep / wild animal area**

Introduces a storyline or narrative into their play / Plays cooperatively as part of a group to develop and act out a narrative.

**Painting and collage of wild animals** Captures experiences and responses with a range of media and paint. Chooses particular colours to use for a purpose

**Designing and making animal masks** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

**Learn and perform a song for Sing Up day.** Begin to build a repertoire of songs and dances.

**Mother's Day / Easter cards** Represent their own ideas, thoughts and feelings through art.



## The World

**What has changed over the years? Look at school 120 years ago and look at the differences** Talk about the features of their own immediate environment and how environments might vary from one another.

**Visit from the chicks!** Comments and asks questions about aspects of the natural world. Talks about why things happen. Developing an understanding of growth and changes over time.

**Walk around the school grounds looking for signs of spring, signs of animals/insects. Chn to draw something they observed and describe it or write about it.** Looks closely at similarities, differences, patterns and change They make observations of animals and plants and explain why some things occur, and talk about changes.

### Science - Grow cress

Looks closely at similarities, differences, patterns and change

Make observations of animals and plants and explain why some things occur, and talk about changes.

**Explore forest school area in groups (2 weeks). Den building/ mud kitchen/ searching for bugs.**

# SPRING 2

# My School

## Hatherley is 120 years old!

## People and Communities

### All About Me bags

Children talk about past and present events in their own lives and lives of family members. Know that other children don't always enjoy the same things and are sensitive to this.

**Why is the Easter Story special to Christians?**

### Mothering Sunday

Recognises and describes special times or events for family or friends.

They know about similarities and differences between themselves and others, and among families, communities and traditions.

## Exploring & Using Media & Materials

**Painting and collage of wild animals / jungles** Captures experiences and responses with a range of media and paint. Chooses particular colours to use for a purpose

Role play/ classroom theme - create a tropical forest with animal masks. Add a basket. Walking stick, pumpkin and piece of sari fabric for acting out the story.

**Colour mixing using tea bag paper, powder paint/ food colouring, pipettes** Explores what happens when they mix colours. **Spring pictures and observational drawings from Spring walk and living eggs!**

**Observational drawings of daffodils and primroses.**

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Experimenting with colour, design, texture, form and function. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

**Mother's Day / Easter cards** Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.

### Charanga music lessons / Exploring musical instruments

Explores and learns how sounds can be changed.

Explores the different sounds of instruments.

Makes up rhythms

## Technology

I-pads in small groups of 4/5 with an adult. 2 Simple program.

Photographing with class I-pads on Spring walk and living eggs.

To know that information can be retrieved from computers  
To complete a simple program on a computer/iPad.  
To use ICT hardware to interact with age-appropriate computer software.  
Select and use technology for particular purposes.

## PSED

### Self Confidence and Self Awareness

#### Making Relationships

#### Managing Feelings and Behaviour

#### SEAL: SRE Relationships

**Responsibility** To understand what personal responsibility is

**Growing up** To value their body, including physical achievements and capabilities

**People Who Help us** To know the adults who are responsible for looking after them

To recognise personal needs and act on them where appropriate or ask for help

**Keeping ourselves clean** To understand basic hygiene routines, including toileting and washing

**The importance of sleep in being healthy**

#### Continuous Provision / All About Me Bag (show and tell)/ Story-making

Say what they like or dislike

Speak in familiar groups about their own ideas and thoughts

They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Understanding behaviour and consequences

Work as a team

Adjusting behaviour in different situations

Initiates conversations, attends to and takes account of what others say.

Explains own knowledge and understanding, and asks appropriate questions of others.

Confident to talk to other children when playing, and will communicate freely about own home and community.

Shows confidence in asking adults for help.

Confident to speak to others about own needs, wants, interests and opinions.

They work as part of a group or class, and understand and follow the rules

## Speaking

Continuous Provision / All About Me Bags  
Curiosity Cube / Discussing the seasonal changes /  
growth and change of new life both plants and animals  
/ Story Telling / Role Play/ Talk Boost

Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).

Questions why things happen and gives explanations e.g. *who, what, when, how*.

Using past, present and future forms accurately.

Connecting ideas to develop explanations.

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Uses language to imagine and recreate roles and experiences in play situations.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Introduces a storyline or narrative into their play

Expressing themselves effectively and confidently, showing awareness of the listener.

## Health and Self-Care

Building walkways/ balancability/ cutting and sticking/ building bridges/ construction/

Understands that equipment and tools have to be used safely.

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Shows understanding of how to transport and store equipment safely.

Practices some appropriate safety measures without direct supervision.

Can tell adults when hungry or tired or when they want to rest or play.

#### Daily Mile/ Yoga lessons

**SRE: Relationships education** (see PSED)

Observes the effects of activity on their bodies.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

#### Sleep Week

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health

