

By the end the Spring Term, pupils should be able...

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy
<ul style="list-style-type: none"> - To engage in non-fiction books - To use new vocabulary in different contexts - To articulate their ideas and thoughts in well-formed sentences - To use talk to work out problems, explaining and predicting - To describe events in some detail - To develop social phrases - To listen to and talk about stories to build familiarity and understanding and then show recall skills 	<ul style="list-style-type: none"> - To revise and refine their fundamental movement skills - To progress towards a more fluent style of movement - Develop small motor skills - scissors, pencils, paintbrushes, cutlery etc - To combine movements with ease and fluency - To develop the foundations of a handwriting style which is accurate and efficient - To further develop the skills they need to manage the whole school day 	<ul style="list-style-type: none"> - To see themselves as a valuable individual - To build constructive and respectful relationships - To show resilience and perseverance in the face of challenge - To identify and moderate their own feelings socially and emotionally - To think about the perspectives of others - To manage their own needs including using the toilet and washing their hands 	<ul style="list-style-type: none"> - To read individual letters by saying the sounds for them within Read Write Inc - To orally blend sounds into words - To form lower case and capital letters correctly - To spell words by identifying the sounds and then writing the sound with letter(s) - To participate in planned daily phonic sessions - To write short sentences using sounds known and capital letters and full stops - To read a few common exception words and then simple phrases and sentences - To share books at home and develop their enjoyment for reading <p><u>Phonics</u> Use of RWI phonics within ability groups to challenge and support what children can do.</p>

Maths	Understanding the World	Expressive Arts and Design	Characteristics of Effective Learning
<ul style="list-style-type: none"> - To learn to subitise and use this skill when counting and approaching mathematical problems - To link the number symbol to the correct number of objects - To count beyond 10 - To explore the composition of numbers to 10 and begin to recall number bonds within 0-10 - To understand the 1 more and 1 less relationship between consecutive numbers - To continue, copy and create repeating patterns - To compare length, weight and capacity - To compose and decompose shapes 	<ul style="list-style-type: none"> - To recognise that people, have different beliefs and understand that some places are special to members of their community - To explore the natural world around them, including Forest School and the farm - To draw information from a simple map - To understand the effect of changing seasons on the natural world around them - To recognise some environments that are different to the one in which they live - To comment on images of familiar situations in the past - To recognise some similarities and differences between life in this country and life in other countries 	<ul style="list-style-type: none"> - To explore, use and refine a variety of artistic effects to express their ideas and feelings - To return to and build on their previous learning, refining ideas and developing their ability to represent them - To move and express their responses to music - To watch and talk about dance and performance art, expressing feelings and responses - To sing in a group or on their own, increasingly matching the pitch and following the melody - To develop storylines in their pretend play - To explore and engage in music making and dance, performing solo or in groups - To create collaboratively sharing resources, ideas and skills 	<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • finding out and exploring • using what they know in their play and learning • being willing to have a go <p>Active Learning:</p> <ul style="list-style-type: none"> • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do <p>Creating and Thinking Critically:</p> <ul style="list-style-type: none"> • have and develop their own ideas • using what they already know to learn new things • developing strategies for doing things

Please Note: Wherever possible work is cross-curricular (for a purpose/linked to our topic) to give meaning and help understanding. Curriculum Maestro will be used within our planning. The Characteristics of Effective Learning are over-arching and are seen in all areas of learning.

CUSP texts:**Spring 1:**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
TEXT:	The Dot	I'm almost always kind	Luna loves art	Chicken Clicking	The story orchestra	I love Chinese New Year
THEME:	EAD/PSED	PSED	UW/EAD	UW/PSED – Internet safety link	L/EAD National Storytelling Week	Chinese New Year Safer Internet day 6/2

CUSP texts:**Spring 2:**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
TEXT:	Mr Wolf's pancakes	Farm texts / Farmer Duck 100 days in school books	Farm texts	Tad	Bear shaped	The Egg Hunt
THEME:	Shrove Tues link (was 13/2)	Prep for farm trip 100 days in school week	100 days in school celebration Follow up from trip to farm on Friday	UW Science Week in school	PSED	Easter

			World Book Day 7/3 Prepare for Mothers' Day (event on 8/3)			
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