

Spring Term Planning

Geography	History	DT	Art	Music	Science	Computing	
Physical Development			Gross Motor Children know how to sit upright on the carpet or at a table for 15 minutes. Children know how to demonstrate: - Jumping - Climbing - Rolling - Balancing Children know how to : - Throw a ball or bean bag under arm into a target - Catch a bean bag with two hands - Kick a ball into a goal - Pass a bean bag - Bat with a large bat and ball Children know how to move around the hall/playground finding a space to perform movements (away from others) Children begin to sequence two movements together. Children know how to ride 3 wheeled trikes around a set of obstacles.		Fine Motor Children know how to form letters using Little Wandle letter formation prompts. Children know how to use a paintbrush to make clear marks and pictures. Children know how to hold scissors correctly to cut along a range of curved lines. Children know how to use individual fingers during dough disco (pinch, piano play, Tommy Thumb, Peter Pointer, Toby Tall, Ruby Ring, Baby Small) Children know how to begin to use moulding tools to make marks in dough/sand. Children know how to navigate a range of tools including iPad and laptops with some support Children know how to hold a knife and fork correctly Children know how to cut up food with a knife and fork independently.		Health and Hygiene Children know how to wash their hands independently. Children know how to manage their own toileting independently. Children know why we brush our teeth and begin to brush their teeth independently. Children begin to recognise what is meant by a healthy lifestyle (5 a day, 5 ways to wellbeing, picture books)
ELGs: Gross Motor Skills: Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills: Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.							
Communication and Language			Listening, attention and understanding Children know how to listen carefully to and follow simple two step instructions. Children know how to sit and listen to a story/non-fiction and talk about what they have heard.		Speaking Children learn and join in with new words topic related rhymes and songs. Children learn and join in with new poems. Children learn new topic vocabulary and begin to use this in their play. Children know how to retell the beginning, middle and end of a story.		

	Children know how to listen to songs and rhymes and talk about their patterns. Children know how to listen to core texts and begin to talk about key events.	Children know how to retell a story from our core texts using props independently Children know how to express their feelings "I am cross/sad/happy/excited because ..." Children know how to say "I am going to ..." "I will/I need" Children know how to say "I have been/made..." "I used..." Children independently ask for help and support Children ask questions about things that interest them Children extend their sentences using and/because	
ELGs: Listening, Attention and Understanding: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking: Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			
Personal, Social and Emotional Development	Self-regulation Children know how to recognise when a peer is tired/sad/angry and offer comfort Children know how to express their feelings "I am sad/happy/cross/excited because ..." Children know how to say "I am going to" Children know how to say "I have been/made..." "I used ..." Children independently ask for help and support. Children know how to listen carefully and follow two step instructions	Managing Self Children know how to wash their hands independently. Children know how to manage their own toileting independently. Children know how to put their coat on and zip it up independently. Children know how to put on a painting apron with support. Children know how to begin to turn their clothes the right way round when dressing Children know how to follow the classroom rules independently Children know how to choose what they want to play with and choose somewhere else to play if needed. Children know how to begin to keep trying with a challenge independently.	Building Relationships Children know how to share classroom resources independently Children begin to play in play in a pair sharing resources and ideas Children independently take turns when sharing resources Children know how to recognise when their peers are tired/sad/angry and offer comfort

		Children know how to say something they are proud of and something they need help with. Children know how to behave at school and know how to talk about their behaviour and choices with support.	
ELGs: Self-Regulation: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self: Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs			
Literacy	Word Reading Children know how to read phase 2 graphemes and some phase 3 Children know how to read 4 and 5 letter words with phase 2/3 sounds in. Children know how to read the tricky words was, you, my, they, by, all, sure, pure, are (plus review all previously taught tricky words) (See Phonics Overview)	Comprehension Children know how to retell the beginning, middle and end of a story Children know how to talk about characters in different stories Children know how to talk about the events of a book by looking at the front cover Children know how to retell a story from our core texts using props independently	Writing Children know how to form some upper and lower case letters correctly using the Little Wandle handwriting guide. Children know how to segment and spell 4/5 letter words using known graphemes and a prompt sheet (Little Wandle) Children begin to write a given 5 word sentence (hold a sentence) Children begin to write their own ideas which are phonetically plausible (with support) Children are aware that a sentence starts with a capital letter and ends with a full stop
ELGs: Comprehension: Children at the expected level of development will:			

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading:

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that know how to be read by others.

Maths	NUMBER Counting Children know how to count securely at least 10 objects and correspond correctly when they count. Children know how to give the sum of the group once they have counted. Subitising Children know how to recognise a group of 5 without counting it (subitise) Composition Children know how to understand and accurately use zero Children are beginning to discuss and find bonds to 10 (what's the hidden number?) Children know how to combine two groups to find out how many altogether. Children start to use part part whole models using dots/objects Number Formation Children know how to write numerals 0-10 with correct formation.	NUMERICAL PATTERNS Counting Children know how to count backwards and forwards fluently to 10 Ordering/Comparing Children know how to order 3 or more quantities Children know how to find 1 more/1 less than a number to 10 Children know how to sort, order and compare representations of numbers Composition Children know how to recognise when the total of 2 groups are the same and call them 'even' Children know how to recognise representations of numbers to 10 using their knowledge of 5 or pairs (tens frames)	SHAPE, SPACE, MEASURE Measures: Children know how to make direct comparisons about weight using balance scales to check. Children know how to use language: heavy, heavier than, heaviest, light, lighter than, lightest. Children know how to explore capacity and use the language: tall, thin, narrow, wide, shallow, empty, nearly empty, full, half full, nearly full. Children know how to make direct comparisons when describing length and height. Children know how to use language: taller, shorter, longer, narrower and wider. Children solve problems involving length, height, capacity, weight Shape Children know how to make, describe and sort 3D shapes talking about similarities and differences. They use 3D shapes to make models. Patterns Children know how to continue, copy and create a three step repeating pattern. Time
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			Children know how to order and sequence important times in their day using: now, before, later, soon, after, then, next Children know how to describe events for different days of the week: yesterday, today, tomorrow
ELGs: Number: Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities know how to be distributed equally.			
Understanding the World	Past and Present Children know how to talk about similarities and differences between past and present. Children know how to look at story books and non-fiction books about the past and comment on them with adult support.	People, Culture and Communities With support, children know how to draw information from a simple map, non-fiction texts and observations. (Local areas Great Gonerby and Marston) Creating maps with BeeBots LAS – Our special books UC – Why do Christians put a cross on an Easter garden?	Natural World Children know how to make observations and pictures of animals and plants. Children know how to plant seeds Children know how to discuss what plants and trees need to grow. Children know how to discuss how the seasons change and observe this (trees, flowers, weather) Children begin to compare climates around the world (passport to the world week)
Expressive Arts and Design	Creating with Materials Children demonstrate ability to join using tape, masking tape then Sellotape. Children know how to use elastic bands, folding card or paper and blue-tac. Children know how to also join items using both paperclips and a stapler. Children know how to weave fabrics/thread on a simple loom. Children know how to make patterns and pictures by printing from objects using more than one colour.	Being Imaginative And Expressive Children invent a simple story line in small group play independently Children learn and join in with new topic related rhymes and songs Children know how to sing on their own in play-based situations, trying to match the pitch and melody Children start to move to music, thinking of their own melody	

	Children are able to explore pattern, use a variety of papers and explore colour mixing through printing making clean images. Children know how to use a paintbrush/pencil to make clear marks and pictures. Children explore overlapping and tearing paper to create collages. Children know how to use computing tools to create a variety of artistic effects. Children plan and design models/dough to create a model of their choice (function, design, purpose) Children know how to say "I am going to ..." "I will need ..." Children know how to say "I have been/made ..." Children know how to share classroom resources.	Children know how to link two or three movements (shapes/levels) during dance with or without music working on their own *Chinese New Year Children know how to say how music makes them feel Children know how to say how dance and performance art makes them feel	
ELGs: Creating with Materials: Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and, – when appropriate – try to move in time with music.			