

Who is in my community?

Communication and Language

Listening, Attention and Understanding

- Understand how to listen carefully and why listening is important.
- Listen with increasing attention and can change own focus.
- Listen carefully to rhymes and songs paying attention to how they sound.
- Ask and answer simple questions to find out more and to check they understand. For example, I wonder why...?

Speaking

- Articulate their ideas and thoughts in well-formed sentences.
- Learn new vocabulary through stories and topics and use throughout the day.
- Use talk to help work out problems and organise thinking.
- Listen to and talk about non-fiction and stories to develop a deep familiarity with new knowledge and vocabulary.
- Learn rhymes, poems and songs.
- Describe events in some detail.

Literacy

Reading Comprehension

Through an exploration of a variety of texts children will:

- Describe main story settings, events and principal characters in increasing detail.
- Orally retell a simple story in a group.
- Re-enact and reinvent stories and poems they have heard in their play.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading.
- Be able to identify non-fiction texts and talk about labels and captions.

Writing

Using their increasing phonic knowledge children will:

- Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, and creating their own stories and books with images and words.
- Practice writing short sentences showing an awareness of finger spaces.
- Spell some tricky words.
- Form most lowercase letters correctly.

Phonics

In Spring the children will be taught:

- ai, ee, igh, oa, oo, **oo**, ar, or, ur, ow, oi, ear, air, er
- Words with double letters: dd, mm, tt, bb, rr, gg, pp, ff
- Tricky Words: was, you, they, my, by, all, are, sure, pure
- To read longer words, words with two or more digraphs and words ending in -ing

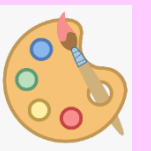
We will apply our phonic skills during our decoding, prosody and comprehension reading sessions.



Expressive Arts and Design

Through practical experiences, the children will have the opportunity to:

- Explore and use a range of materials to construct with.
- Explore and use and refine a variety of artistic effects to express their ideas and feelings.
- Create drawings of the natural world, including animals and plants.
- Through cooking, explore the changes that occur when ingredients are mixed together and cooked or cooled.
- Listen attentively, move to, and talk about a variety of music, developing the ability to express their feelings and responses.
- Sing songs on their own or in groups, increasingly matching the pitch and following the melody.



Understanding the world

- Gain new knowledge about the roles of people in our community and think about the impact that they have on our lives.
- Explore and understand the changes that happen in the natural world as we transition from winter to spring.
- Explore how to take care of the environment.
- Learn about different cultural celebrations, including Lunar New Year and Easter.

Personal, Social and Emotional Development

We follow the Cambridgeshire PSHE scheme of work. The children will:

- See themselves as valuable individuals.
- Express their feelings and understand the feelings of others.
- Show perseverance and resilience in the face of challenge.
- Build constructive and respectful relationships.
- Identify and begin to moderate their own feelings socially and emotionally.
- Know some ways to keep healthy.



Physical Development

- Confidently and safely use a range of large and small apparatus both indoors and outdoors, alone and in a group.
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes.
- Weekly PE sessions to continue to develop their gross motor skills. They will be completing the following units: Games – Rackets, Bats, Balls and Balloons and Gymnastics - High, Low, Over, Under.



Mathematics

- Begin to identify missing parts for numbers within 5.
- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.
- Explore the structure of the numbers 6 and 7 as '5 and a bit'.
- Focus on equal and unequal groups when comparing numbers.
- Understand that two equal groups can be called a 'double' and connect this to finger patterns.
- Continue to develop their understanding of the counting sequence.
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.
- Order numbers and play track games.

