



CURRICULUM OVERVIEW - SPRING TERM 2024

This term, our topics are based around the questions 'What Happens When I Fall Asleep?' and 'Will You Read Me A Story?' We will also use themes chosen by the children following their interests and ideas. During the first half of Spring term, we will study night time and the dark. We will learn about the Moon and stars and make rockets and space ships. We will talk about our bedtime routines and how getting plenty of sleep is healthy! We will find out about nocturnal animals and who goes to work when we go to sleep. Later in the term, we will explore stories and traditional tales. Was the Big Bad Wolf really so bad? How many bowls of porridge did Goldilocks eat? Did Jack make a positive choice? We will explore these questions and more in when we learn about fairy tales, goodies and baddies.

| <u>Personal, Social & Emotional Development</u> | <u>Communication & Language</u> | <u>Physical Development</u> | <u>Maths</u> | <u>Literacy</u> | <u>Understanding the world</u> | <u>Expressive Arts and Design</u> |
|---|--|---|---|--|---|---|
| <ul style="list-style-type: none"> •Children show sensitivity to others' needs and feelings •Takes steps to resolve conflicts with other children and finding a compromise •Children begin to describe themselves in positive terms and talk about their abilities •Children form positive relationships with adults and other children | <ul style="list-style-type: none"> •Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention •Children listen accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play | <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control • Shows a preference for a dominant hand •Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health •Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks | <ul style="list-style-type: none"> • Says the number that is one more than a given number • Uses familiar objects and common shapes to create and recreate patterns and build models •In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain •Orders two items by weight or capacity | <ul style="list-style-type: none"> •Links sounds to letters, naming and sounding the letters of the alphabet •Begin to read irregular, 'Tricky' words linked with the phonic phase • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence •Begins to read words and simple sentences • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books •Attempts to write short sentences in meaningful contexts | <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in objects and the world around them •Uses ICT hardware to interact with age-appropriate computer software •Talk about and express opinions on the world around them • Speculate on the reasons why things happen or how things work | <ul style="list-style-type: none"> •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 • Introduces a storyline or narrative into their play |

The children will build upon the skills they have explored in the Autumn term. There will continue to be an emphasis on developing children's **personal, social and emotional development** and **communication and language** skills. We will be encouraging children to further develop friendships, share and follow routines and expectations. The children will begin Phase 3 phonics, where new digraphs will be introduced. We will continue to build on blending and segmenting skills and there will be a greater emphasis on the sight reading of tricky words. We will encourage children to talk about what they have read. The children will begin to write simple sentences and captions and we will teach and master correct letter formation. In Mathematics, there will be a deepening exploration of problem solving with an introduction of weight and capacity, addition and subtraction.