

Prime Area: Personal, Social and Emotional Development (PSED)

Managing self: Taking on challenges

- *to understand why we have rules
- *to understand persistence in the face of challenge
- *to work together, communicating well
- *to learn and practice grounding strategies
- *to understand the importance of perseverance
- *to learn new skills, show perseverance and resilience when challenged

Specific Area: Understanding the World (UW)

- 5/1/26- What makes up the UK?
- 12/1/26-What is weather?
- 19/1/26- How is New Year celebrated in China?
- 26/1/26-How is Antarctica different to the UK?
- 2/2/26-What's an explorer?
- 9/2/26-How can we show love?

Specific Area: Expressive Arts and Design (EAD)

Creating with Materials- **Artist Focus - Kapow-Painting and Mixed Media: Painting My World**-Exploring paint and painting techniques through nature, music and collaborative work. Children to make collages and transient art.

Artist Focus – Megan Coyle or Mark Rothko

***Sparkyard**-Musical Patterns and Performing Step 1- What's the Pattern?

***Sparkyard**-Musical Patterns and Performing Step 2- Playing Musical Patterns and Accompaniments

Prime Area: Communication and Language (CL)

Tell me why!

- Using language to explain and describe.
- To ask how and why questions...
- Discovering passions
 - Retell a story with story language.
- Story invention – talk it through.
- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Learn a range of rhymes, poems and songs.

Spring One-It's Cold Outside!



Prime Area: Physical Development (PD)

Gross Motor: PE PASSPORT

*Gymnastics-rocking and rolling

*Target Games 1 Moving and responding to music

Fine Motor Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors

Specific Area: Literacy

Phonics- Developing blending skills and introducing digraphs such as ch, sh, th, ng, nk, and applying to our reading. Read write Inc groupings to support progress.

Reading- Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Writing-Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.

Specific Area: Mathematics (M)

Maths Mastery:

Subitising-within 5

Counting, ordinality and cardinality-counting skills, matching numerals to quantities, recognising 1 more and 1 less

Comparison-ordering numbers

Composition of numbers-part whole model for numbers within 8

Shape, Space and Measure: *Measuring lengths and heights-non-standard units

*Understanding capacity-comparing and estimating *2d shapes-describing properties, shapes within shapes *3d shapes-recognising and identifying properties