

Personal Social and Emotional Development

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. British Values – mutual respect and tolerance.

- Show sensitivity to others when they discuss their home.
- Listening to others' opinions, ideas and knowledge when discussing cold lands.
- Looking at the needs of others including peoples' + animals' needs from cold lands.

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.

- Further developing of independent skills– putting on hats, scarves, gloves, coats etc to keep warm.
- Happy to chat about their houses and favourite season and why they like them.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand how to follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Sensitive to the needs of others, people from different countries and the elderly. To the needs of animals also when it is cold.– British values.

Understanding how to follow rules – with regard to the dangers of snow and ice. Rules which are there to keep them safe.

Thinking about the consequences of actions and talk -

Communication and Language

Developing skills with regard to comprehension and discussing books covered.

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Using speech as their first form of communication to give explanations of their understanding.

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms

Cold Lands and Winter

Using the child as the starting point, and considering what they know and have observed, our topic this half term is

'Cold Lands and Winter'. This topic allows the little one to use their communication and language skills as well as covering all six other areas of learning by:

- Looking at life in the polar regions—how life and the needs of others may be different to ours– British Values – mutual respect and tolerance.
- Looking at and respecting differences – in particular house building, transport and clothing. – British Values – mutual respect and tolerance.
- Chatting about the little ones favourite season and why- British Values freedom of speech, express opinions.
- Looking at what they know with regard to letters and numbers and how they are beginning to further develop and use these skills.

Physical Development

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- Development of fine motor skills- name writing, and grapheme formation.
- Gross motor skills travelling over and under and through various environments i.e. through snow, ice, jungle.
- Fine motor skills – putting on gloves, clothes to keep warm and doing up buttons and zips etc.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- Independent skills – washing and drying hands and getting dressed including gloves, hats, scarves – as above dressing for the weather.
- Using tools and equipment safely and for purpose – looking at mountain equipment.

Mathematics

Number recognition and order –understanding more/less – comparing numbers so they can use scales [temperature] and measures.l

Literacy

Reading – Building on skills from last half-term. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

- this half-term looking at fiction and non-fiction books with regard to Polar Regions, house-building and type, atlases and seasons.
- the traditions and customs of people living in those areas.
- Fiction books closely linked to the topic of cold lands, seasons and feelings with regard to differences and contrasting settings.

Writing - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Write their own name.

- Adjectives to describe cold
- Letter writing
- Weather words
- Key word spell
- Cvc word spell

Understanding of the World

Looking at Inuit traditions and other countries- British values

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Looking at toys and how they have changed over the years in the type and the way the materials used and why.

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Looking at educational computer games and mouse control

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Understanding- how to make ice, the idea of North and South Poles

Children follow instructions involving several ideas or actions. They answer 'how and 'why' questions about their experiences and in response to stories or events.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape – snowflakes- icebergs. Pattern – repeating –random- Jack Frost.

Look at size with regard to animals – polar bears, seals, penguins.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Expressive Arts and Design

Nativity – songs and movement. Making board games. Egyptian dolls, teddies and Christmas accessories.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Making resources to complement big books.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

Personal Social and Emotional Development

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. British Values – mutual respect and tolerance.

- Thinking about the relationship between animals and their young.
- The needs of babies and young animals.
- The needs of all living things to grow healthily.

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.

- Further developing of independent skills- thinking about what they can now do and how their skills have grown.
- Happy to chat about their families and where they are in the family.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand how to follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

- Understanding right and wrong and how this understanding has grown over time - British values,
- Thinking about the consequences of actions and talk - British values.

Communication and Language

Developing skills with regard to comprehension and discussing books covered.

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Using speech as their first form of communication to give explanations of their understanding.

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms

Growing and Spring – including Easter

Using the child as the starting point, and considering how they have grown and what they have observed, our topic this half term is

'Growing and Spring'. This topic allows the little one to use their communication and language skills as well as covering all six other areas of learning by:

- Looking at how living things grow – plants and animals.
- Looking at and respecting differences – in how we grow and how other animals grow– British Values – mutual respect and tolerance.
- Chatting about the little ones favourite season and why- British Values freedom of speech, express opinions.
- Looking at what they know with regard to letters and numbers and how they are beginning to further develop and use these skills.

Physical Development

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- Development of fine motor skills- name writing, and grapheme formation.
- Gross motor skills – how they and other animals move and how what they can do is different to a baby.
- Fine motor skills – developing letter formation.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- Independent skills – what they can do for themselves compared to what they could do when they were a baby.
- Using tools and equipment safely and for purpose.

Mathematics

Number recognition and order –understanding more/less – comparing numbers so they can use scales [temperature] and measures. Ordinal numbers.

Literacy

Reading - Building on skills from last half-term. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

- this half-term looking at fiction and non-fiction books with regard to growing and life cycles.
- The Easter story and traditions in other parts of the world. – British Values – mutual respect and tolerance.
- Fiction books closely linked to the topic of growing and seasons.
- Looking at words related to size.

Writing - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Write their own name.

- Adjectives to describe size.
- Letter formation
- Writing for a purpose – posters. Making a card – name write.
- Key word spell- lists 1-4
- Cvc word spell and making phonetically plausible attempts at multi-syllabic words.

Understanding of the World

Looking at Easter traditions and in other countries- British values

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Looking at what grows? Living things – Mrs Nerg – look at each individually- sort living/non-living. Recap 5 ways to stay healthy..

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Looking at educational computer games and mouse control

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Understanding- *how to make a poster, a Mothers' Day Card.*

Children follow instructions involving several ideas or actions. They answer 'how and 'why' questions about their experiences and in response to stories or events.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Size – comparing size and using appropriate vocabulary. Pattern – repeating –random- animal skins and flowers – introduction of symmetrical – butterflies. Sequencing events – life cycles – animals - plants

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Expressive Arts and Design

Easter accessories, Mothers' Day Cards, Still life daffodil

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Making resources to complement big books.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories