

Communication and Language-

Listen attentively in a range of situations and know how to listen carefully.
Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom. Make predictions about what might happen next or story endings in response to texts read.
Consider the listener and takes turns to listen and speak in different contexts.

Personal Social and Emotional Development-

Take pride in themselves, work, and achievements.
Understand behavioural expectations of the setting and can explain right from wrong.
Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs.
Can talk about healthy and unhealthy foods.
Consider the listener and takes turns to listen and speak in different contexts.

Literacy-

Comprehension-

Use picture clues to help read a simple text.
Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read to them aloud.
Express a preference for a book, song or rhyme, from a limited selection.
Play is influenced by experience of books (small world, role play).

Word Reading-

Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words matched to the school's phonic programme.

Writing-

Emergent writing: Use appropriate letters for initial sounds.
Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.
Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.
Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Phonics-

Phase 2-
Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss
Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC
Phase 3 -
Begin Phase 3 skills: Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu
Know the 4 consonant digraphs – sh, th, ch, ng, ai, ee, igh, oa, oo, ar, or.

Understanding the World-

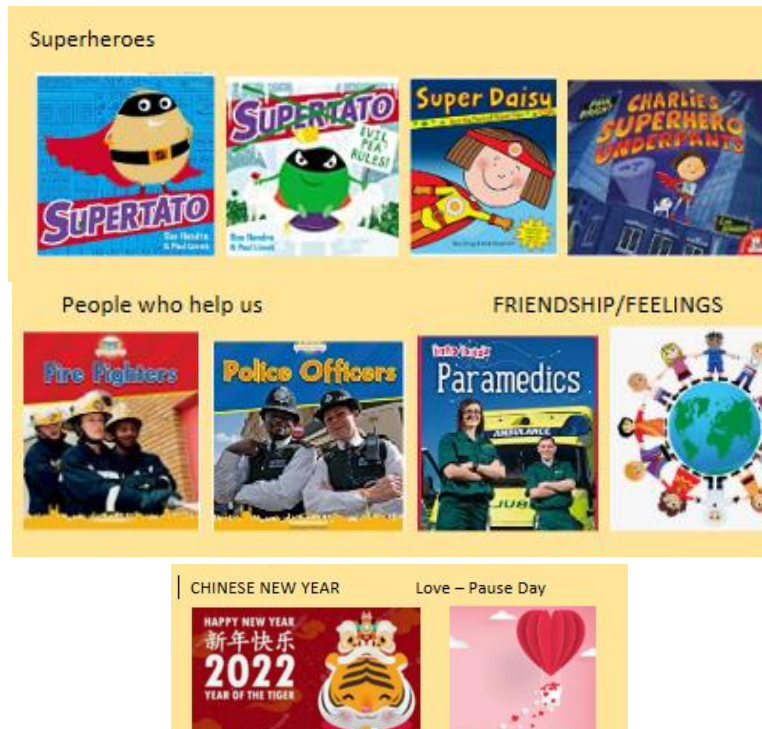
Respect:

Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories and visitors.

Mapping:

A map is a picture of a place.
Water is usually represented in blue on a map or globe.
Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
That a place and its features can be represented in a picture.
Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).
Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).

**Superheroes/
People who help us**



RE- – What makes a place special?
Through this key question, pupils in EYFS will explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to people because they are about God or religious leaders. They will also consider whether stories can teach people things.
What special building do you know of? What is a church? Have you ever visited a church?
What is our Parish Church like? What places of worship are near our school?
What does it feel like to be in a special place? What does it make you think of? Where do we feel safe?
Do we know any visitors from these special places? Why do they belong/ go to these places?
Why might Christians go to Church? Or Muslim to a mosque? What makes these places special?
What special places am I part of? Why are they special to me?

Maths- Alive in 5.

Alive in 5	Alive In 5	Mass and Capacity	Growing 6,7,8	Growing 6,7,8	Length Height and Time
Introduce 0	Represent 0-5	Compare	Find 6,7,8	Make Pairs	
Find 0-5	1 more	Mass	Represent 6,7,8	odds and evens	Explore length
Subsidies 1-5	Composition	Find a balance	1 more	Double to 8	Compare length
	Conceptual subsidising	Explore Capacity	1 less	Combine two groups	Explore Height
		Compare Capacity	Composition of 6.7.8	Conceptual Subsidising	

Expressive Arts and Design-

Develop storylines in their pretend play.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Artist Study – Alma Thomas Artists who use hearts in their art (oil pastels)
Mark making – show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle including details.
Colour – to be able to create a painting in the style of Alma Thomas, painting in small strokes. To be able to colour mix different shades of green.
Painting – experience, explore with different paint types, watercolour, acrylic, ready mix.
Printing – printing with natural objects.
Textiles – understand the purpose of different textiles i.e. winter clothing

Physical Development-

Gross Motor-

Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming.
Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
To explore moving confidently at different levels.

Gymnastics- Jack and the beanstalk-

Physical – Shapes, balances and jumps, barrel roll progress towards forward roll.

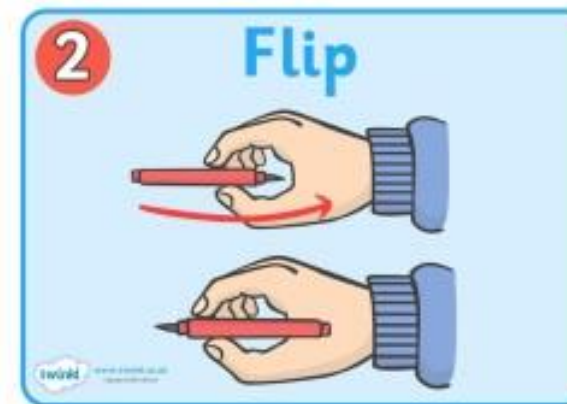
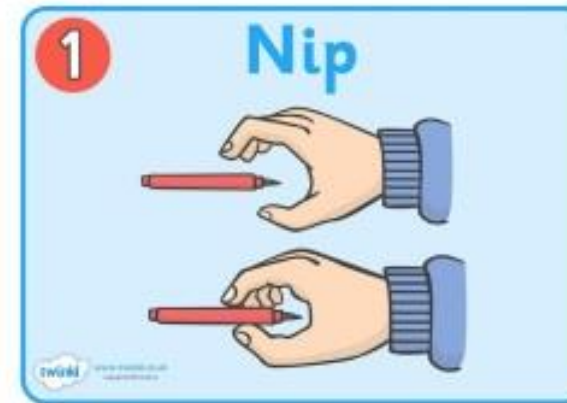
Social- Work safely in collaboration sharing and taking turns with others,

Fine Motor-

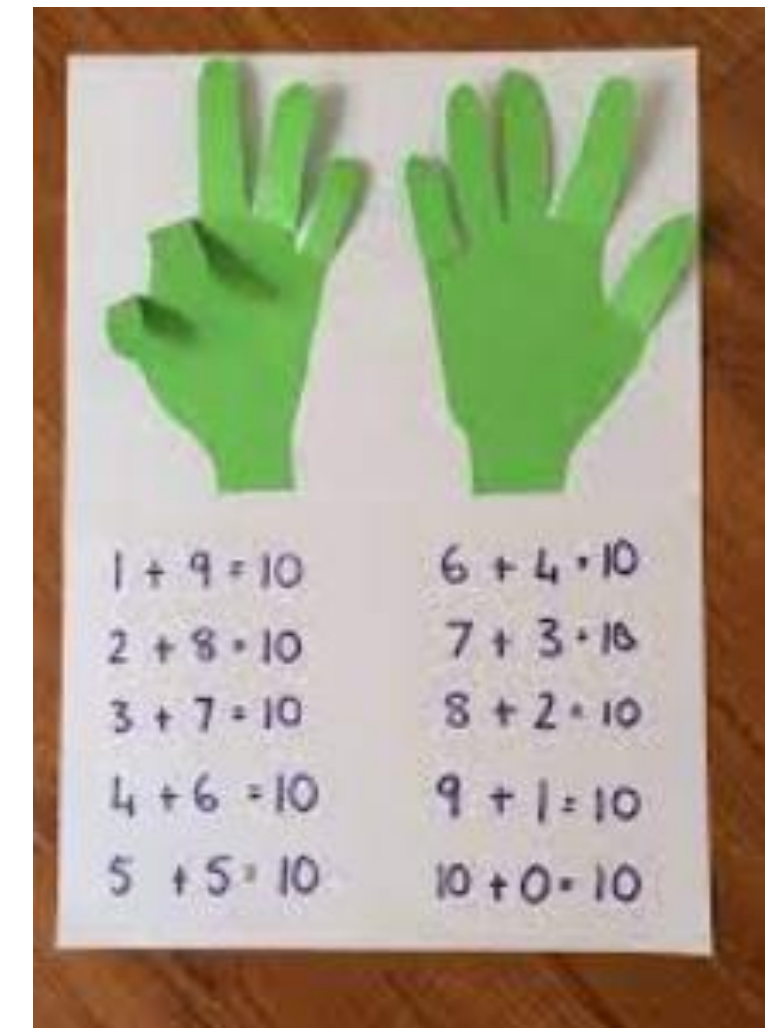
To hold a pencil and writing tool correctly. To confidently write a range of letters including those with an anticlockwise motion e.g. c, a and d.

Ways to Help at Home...

- Please practice doing your zip up.
- Practice writing the letters in your name holding your pen using a nip, flip and grip.
- Listen to your child read their Little Wandle decodable books 3 times a week or more.
- Share a bedtime story every night with your child. Before turning the page can they predict what might happen next?
- Using the tricky words in your child's word wallet can you play tricky word hide and seek?
- When out and about with your child can you spot anybody in the community who help us? E.g. Police, Firefighters, Shopkeepers.
- Using your fingers can you explore different ways of making ten?
- When out and about can your child spot numbers in the world around them? E.g. licence plates, house numbers or price labels in a shop.
- Play guess who! Using the pictures below. Describe a job role, uniform etc. Can your child guess who you are describing?



Our Golden Promises





This is the learning in Gold and Silver Class for Spring Term 1. Please help support our learning at home using the ideas below. We will post pictures of our class learning on Twitter, Please follow from our School website and look at our Early Years Learning Zone for more links.

