ENGLISH

Writing

Mark make with increasing control and purpose Understand that when writing we track from left to right Apply correct letter formation using the memorable phrase for each grapheme taught Use phonics knowledge to write simple captions based on our spoken words Create own story maps using concrete objects, pictures and writing To learn letter families

PhonicsLittle Wandle Revised Letters and Sounds Programme (see our page on the school website)

Phase 3:

Week 1: ai ee igh oa Week 2: 00 00 ar Week 3: ur ow oi ear Week 4: a ir er words with double letters: dd mm tt bb rr gg pp ff Week 5: longer words Week 6: review and assessment Tricky Words: Week 2: was you they Week 3: my by all Week 4: are sure pure

Reading

Learn that the pictures are drawn by an illustrator and the words are written by an author Learn to read individual graphemes as taught in Little Wandle Revised Letters and Sounds programme (see our page on the school website)

Use phonics knowledge to blend CVC words, simple phrases and captions

Know when reading we read from left to right

Increase pace/fluency when identifying graphemes/familiar words

Develop our comprehension skills by talking about what we have read or heard others read

Communication and Language

Question Box-who, what, where, when, why?

MATHS

Fluency over the key skills of counting 1-5, 6-10 Understand what makes a number odd or even Learn number facts (number bonds) within 10 Understand that a number is made up of smaller numbers Use equipment such as cubes to 'SHOW IT and PROVE IT' Introduce 'number sentences' using 'first, next and now' language Number Rhymes 10 little numbers 10 fat sausages 1, 2, 3, 4, 5 once I caught a fish alive 1, 2 buckle my shoes Where's the Monkey? Copy, continue and create patterns using shapes, numbers-including odds and evens Use previously taught pattern language to explain thinking to others-how do you know this? Texts: Pattern Fish Odd Socks Subitise numbers 1-5-daily fluency Introduce Rek 'n' Reks Compare, order and describe size using three different-sized chairs, bears, bowls and spoons.

TERMLY EVENTS:

Traditional Tales Ball

Music

Use knowledge of different emotions to represent how we feel in our drawings and paintings Use knowledge of our facial features to create a portrait of the Queen or King

Use previously taught knowledge of our emotions to recreate portraits of ourselves and others to show how we are feeling-angry, happy, sad, frightened and surprised

Use pictures of facial features and manipulate them to create an abstract version of a face in the style of Picasso

RECEPTION **Fairy Tales** RE:

Why do People Celebrate? Celebrating New Year

Chinese New Year Persian New Year

Religion: Hinduism

MUSIC

Building up a repertoire of songs supporting children's language development, memory, listening and atten-tion skills.

Finding out how sounds can be changed, pace, tempo and pitch

PSED:

Purple feels left out Blue learns to share Red needs to cross the road (links to people who help us-Police) Blue learns about road safety People who help us- Firefighters How to ask for help=**TEXT**: Clothesline Helpers Feelings- frightened, anxious, scared, joyful, delighted, happy, sad, upset, angry, cross, frustrated

KNOWLEDGE AND UNDERSTANDING OF THE WORD:

History Past and Present:

Learn that the 'past' has already happened and the 'present is the here and now Use comparison language to talk about the past-TEXT: The Castle the King Built by Rebecca Colby & Tom Froese

Nursey Rhymes:

Old King Cole The Grand Old Duke of York The Queen of Hearts

Geography

Do all Bears live in a cottage in the woods? Research a bear to find out where they live in the world Use an atlas/globe to locate the Bear's country of origin

Science

Bears of the World and their Habitats: (Links to Goldilocks and the Three Bears story) Do Bears really eat porridge? Research to find out wht foods bears eat Know that the months of December, January and February are in the season of Winter Know that there are four seasons and winter comes after autumn but before spring Observe the seasonal changes which happen in Winter on a winter walk Observe the behaviour of animals and birds during the winter months Know that many animals hibernate during winter and what this means Colour mixing

Castles:

Introduce Castles through the TEXT: The Castle the King Built Provide construction materials (inside and outside) for children to explore building castles Introduce new vocabulary-turrets, tower, draw bridge and moat Develop skills needed for joining materials together- sellotape, pegging, clipping, tying and stapling in both largeand small-scale construction

Use 2 blocks to support a third block-links to building houses for the three little pigs Learn how to use 'bridging' to create an enclosed space (putting a roof on) Knights and their Armour:

Understand that Knights wore armour to protect themselves whilst battling/dualling and that this armour needed to be strong

Explore different materials to find something which is strong enough to protect you-provide pictures of armour and provide metal objects for children to explore and sort-metal spoons, coins, whisks, bowls, containers-alongside nonmetal items too-plastic and wooden

Explore magnetism with magnets by sorting and grouping 'castle' items such as old coins, Queen's jewellery, a Kings cloak and a goblet-according to whether they are magnetic or non-magnetic

Gross Motor

Develop increased coordination and balance during gymnastics Know how to be strong when holding a shape/movement/balance Be able to say 'why' balance is strong or why I wobbled - when we place our hands on the floor, our palms must be flat, and our fingers should be spread to improve balance area Understand that we can move 'gracefully' and 'control' our bodies to make our movements smooth and good for our audience

Fine Motor

Know how to use scissors correctly to cut around a shape Form graphemes and numbers using mostly correct letter formation Hold a pencil effectively in a chosen dominant grip Know independently do up fastening including, buttons, press studs, Velcro and zips Fix and join materials together using clipping, tying, knotting, taping, gluing and pegging both indoors and outdoors (large and small scale) Use 2 blocks to support a third one

Physical Development