

## Expressive Arts and Design

### Art & Design:

Record the effects of light and dark on simple objects  
To sort or select materials into a tonal scale e.g. from black to grey to white etc.  
To select and sort different surfaces and related vocabulary  
To select and sort a variety of materials as a collage  
To make a simple collage using textured materials to represent things seen and imagined  
Describe the texture of a material and experiment to create different textures  
Use junk to make models

### Music & Drama:

Sing and perform nursery rhymes with a group  
Listen to different styles of music and express like or dislike  
Copy a rhythm with some accuracy  
Show an awareness of pitch  
Explore pitch with their voice and tuned percussion  
Imitate and create actions for nursery rhymes  
Improvise and respond confidently to music through movement

## Physical Development

**Gymnastics:** Copy actions and movement sequences with a beginning, middle and end  
Move around, under, over, and through different objects and equipment  
Perform a straight jump and jumping jack  
Carry out simple jumps off equipment, landing safely  
Move and travel in different ways - tiptoe, step, jump, hop, hopscotch and skipping

**Health and self-care skills are taught throughout the year in all PE lessons in relation to the following key skills:** Dress and undress with help  
Describe how my body feels before, during and after physical activity/exercise  
Show understanding of the need for safety when tackling new challenges, consider and manage some risks  
Talk about what I and others did & how I could improve what I did

## Mathematics

### Number:

Represent and use number bonds within 10  
Read, write and interpret mathematical statements involving addition (+) and equals (=) signs  
Add one digit numbers to 10, including zero  
Solve one step problems that involve addition, using concrete objects and pictorial representations and missing number problems

### Shape, Space and Measure:

Measure and begin to record lengths and heights (non-standard measures e.g. cubes)  
Measure and begin to record mass/weight, capacity and volume (non-standard measures e.g. cubes, cups)  
Compare length, height and capacity of objects

*Time, position and direction are not taught as discrete units. They are taught throughout the year on a continual basis with reference made to the key skills and vocabulary below.*

#### Key vocabulary:

**Time** - now, next, then, soon, later, days of the week, o'clock, numbers 1 to 12  
**Position and direction** - up, down, in, out, under, behind, next to

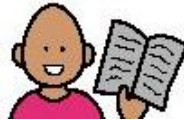
#### Key skills:

Anticipate specific time-based events such as, mealtimes or home time  
Show an interest in time-related objects e.g. timers, clocks  
Explore and change the position of objects e.g. during construction/building  
Respond appropriately to simple instructions containing prepositions  
Use prepositions when talking

## Fairytale Fantasies

### Spring Term Key Skills

1P - Yr1 / Yr2



## Literacy, Communication and Language

**Key texts:** Little Red Riding Hood, Jack and the Beanstalk

**Narrative:** traditional tales

**Non-fiction:** instructions

**Poetry:** performance poetry

Describe characters, events and settings from a story  
Create and follow instructions for a purpose e.g. a recipe, how to play a game  
Perform a poem as part of a larger group including actions and/or words

*Individual pupil's reading and writing skills will be specifically targeted at a stage-appropriate level within lessons in accordance with the EYFS Early Years Outcomes/National Curriculum. To aid this, all pupils will also take part in differentiated phonics sessions four times a week and read with a member of staff in a small group or 1:1 each week. Furthermore, pupils will access speech and language activities as advised by Speech and Language Therapy.*

## Understanding the World

### People and Communities/RE:

Recognise that special books are important in school, home and faith & how people of faith treat their special books and how they are used in worship  
Learn about a story or teaching from a religion's special book  
Experience sounds, smells, tastes, sights and noises of different celebrations, religious and non-religious  
Experience the preparations involved and traditions linked to a religious celebration  
Learn about a story linked to a religious celebration

### The World:

Understand that some things always happen (water makes paper wet)  
Distinguish between an object and the material from which it's made  
Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock  
Begin to take care of pet animals  
Identify how to look after a pet animal  
Describe the structure of a variety of common pet animals  
Shows awareness of appropriate clothing for the weather  
Notices environmental changes in the seasons  
Identifies the difference between day and night  
Describes the weather using appropriate terminology

### Technology/Computing:

Control a floor robot to move  
Understand that we control computers by giving them instructions  
Try alternative approaches to achieve a goal  
Identify apps and online games they like and dislike  
Discuss why they like / dislike online games

## Personal Social and Emotional Development

Communicate their feelings to others  
Recognise how others show feelings and how to respond  
Recognise that their behaviour can affect other people  
Recognise what is fair and unfair, kind and unkind, what is right and wrong  
Identify their special people (family, friends, carers), what makes them special and how special people should care for one another  
Understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)  
Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say  
Recognise teasing and bullying, to understand that these are wrong and unacceptable