



Brilliant Bears and Real-Life Superheroes Spring 1 and 2 (R)

Prime Areas		
Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>Listening, Attention and Understanding-</p> <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is so important. ● Learn new vocabulary. ● Use new vocabulary through the day. ● Engage in story times. ● Listen to and talk about stories to build familiarity and understanding. ● Listens carefully to rhymes and songs, paying attention to how they sound. ● Learns rhymes, poems and songs. ● Engages in non-fiction books. ● Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Speaking-</p> <ul style="list-style-type: none"> ● Ask questions to find out more and to check they understand what has been said to them. ● Describe events in some detail. ● Use talk to help work out problems and organise thinking and activities ● Explain how things work and why they might happen. 	<p>Building relationships-</p> <ul style="list-style-type: none"> ● Build constructive and respectful relationships. ● Think about the perspective of other. <p>Managing self- Show resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> ● Manage their own needs. ● Sees himself/herself as a valuable individual. ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. <p>Self-regulation –</p> <ul style="list-style-type: none"> ● Identify and moderate their own feelings socially and emotionally. ● Expresses his/her feelings and considers the feelings of others. 	<p>Gross Motor Skills-</p> <ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing ● Progress towards a more fluent style of moving with developing control and grace. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Further develop and refine a range of ball skills including:

<ul style="list-style-type: none">● Develop social phrases.● Articulate their ideas and thoughts in well-formed sentences.● Can connect one idea or action to another using a range of connectives.● Uses new vocabulary.		<ul style="list-style-type: none">- Throwing- Catching- Kicking- Passing- Batting-Aiming● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.● Combine different movements with ease and fluency.● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.● Further develop the skills they need to manage the school day successfully:<ul style="list-style-type: none">• lining up and queuing• mealtimes. <p>Fine Motor Skills-</p> <ul style="list-style-type: none">● Develop their small motor skills so they can use a range of tools competently, safely and confidently.● Develop the foundations of a handwriting style which is fast, accurate and efficient.
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Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Comprehension-</p> <ul style="list-style-type: none"> ● Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Word Reading-</p> <ul style="list-style-type: none"> ● 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 some letter groups that each represent one sound and say sounds for them. ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known-letter sound correspondences and where 	<p>Number-</p> <ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Is able to subitise. ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond 10 ● Compare numbers ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Explore the composition of numbers to 10. ● Automatically recall number bonds for numbers 0-10. <p>Numerical Pattern-</p> <ul style="list-style-type: none"> ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise that a shape can have 	<p>Past and Present-</p> <ul style="list-style-type: none"> ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities-</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Understand that some places are special to members of their community. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Recognise some similarities and differences between life in this country and life in other countries. 	<p>Creating with Materials-</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively sharing ideas, resources and skills. <p>Being Imaginative and Expressive-</p> <ul style="list-style-type: none"> ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody. ● Develop storylines in their pretend play.

<p>necessary, a few exception words.</p> <p>Writing-</p> <ul style="list-style-type: none"> ● Re-read what they have written to check that it makes sense. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<p>other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity. 	<ul style="list-style-type: none"> ● Draw information from a simple map. <p>The Natural World-</p> <ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> ● Explore and engage in music making and dance, performing solo or in groups.
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