



# St Barnabas

Church of England Primary Academy

A member of **CDARI**



## Spring 1: Under the Sea

We aim to cover the following below. We will also look at the children's interests, identify gaps in their learning and move them on through directed activities and continuous provision.

Communication and Language	<ul style="list-style-type: none"> <li>- Talk about familiar books</li> <li>- Retell stories</li> <li>- Learn rhymes, poems and songs</li> <li>- Introduce the term non-fiction</li> <li>- Learn new vocabulary</li> <li>- Begin to ask questions</li> <li>- Take part in class discussions and hold a conversation</li> <li>- Use complete sentences to express ideas and feelings and start to use past, present and future tenses</li> <li>- Listen to stories and engage in story times</li> </ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>- Begin to ask questions and hold a conversation</li> <li>- New Year Resolutions</li> <li>- Online safety week</li> <li>- Children's mental health week</li> <li>- Our feelings and how our actions can impact others</li> <li>- Learning how to stay calm</li> <li>- Follow instructions</li> <li>- Build constructive relationships</li> <li>- The importance of a good sleep routine</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>- Climbing up apparatus</li> <li>- Fundamental movement skills: rolling, crawling, walking, jumping, running, hopping,</li> </ul>

	<p>skipping, climbing</p> <ul style="list-style-type: none"> <li>- Pencil grip and control</li> <li>- Starting to form letters correctly</li> <li>- Fine motor skills</li> <li>- Continue to negotiate space</li> <li>- Cutting skills</li> <li>- Dressing and undressing</li> <li>- Outdoor exploration: Muddy Monday</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>- Daily Phonics session focussing on Phase 2/3</li> <li>- Read and write phrases/sentences including common exception words</li> <li>- Form some letters correctly</li> <li>- Writing facts</li> <li>- Non-fiction books</li> <li>- Rhyme time</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>- experience patterns which show a small group and '1 more'</li> <li>- continue to match arrangements to finger patterns.</li> <li>- continue to develop verbal counting to 20 and beyond</li> <li>- continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>- continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> </ul>

	<ul style="list-style-type: none"> <li>- order numbers, linking cardinal and ordinal representations of number.</li> <li>- continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>- explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>- begin to see that numbers within 10 can be composed of '5 and a bit'.</li> <li>- continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>- continue to compare sets by matching, identifying when sets are equal</li> <li>- explore ways of making unequal sets equal.</li> <li>- Heavier and lighter</li> <li>- Full and empty</li> <li>- Describe length and height (taller, shorter, longer, shorter)</li> <li>- Make direct comparisons.</li> <li>- Days of the week</li> <li>- Measuring height</li> <li>- Measuring time</li> </ul>
R.E	<ul style="list-style-type: none"> <li>- RE Unit: Listening to stories Jesus heard</li> <li>- RE Unit: Stories from the old testament</li> <li>- Display our Christian values</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>- Chinese new year: <i>similarities and differences between life in this country and other countries</i></li> <li>- Naming and observing the weather: <i>understand changes in the natural world including seasons</i></li> </ul>

	<ul style="list-style-type: none"> <li>- Muddy Monday look at maps at Whitehall park and Bold venture: <i>describe their environment using knowledge from observations, discussions and maps: key places, local maps</i></li> <li>- Forces (Know what applying a force to an object means, describe different forces, discover which materials sink and float)</li> <li>- Machines (Know why a machine is non-living, know different types of machines, explore how machines make jobs easier, think about different modes of transport and what they're used for)</li> <li>- The story of how Chinese new year is named after animals: <i>to understand the past through settings, characters and events (vocab, communication, research, describe, chronology)</i></li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>- Listen to music and express feelings and responses</li> <li>- Performing rhymes in time to music</li> <li>- Rhyme time</li> <li>- Perform nursery rhymes</li> <li>- Choose resources fit for a purpose (colour, texture)</li> <li>- Singing songs</li> <li>- Collage</li> <li>- Using resources carefully</li> <li>- <b>Using resources carefully with precision</b></li> <li>- <b>Develop story lines in play</b></li> <li>- <b>Singing nursery rhymes</b></li> <li>- <b>Art focus: Pointillism</b></li> </ul>