

Communication and Language (CL)

Children listen attentively in a range of situations.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Maintains attention, concentrates and sits quietly during appropriate activity.

They give their attention to what others say and respond appropriately, while engaged in another activity.

Continue to extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Children follow instructions involving several ideas or actions.

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Confidently use a range of tenses - e.g. play, playing, played.

Continue to question why things happen and give explanations. Asks e.g. who, what, when, how.

Is China like Chorley? Spring Term 1

Personal, Social & Emotional Development (PSED)

In our PSED, we will be talking about:

Healthy Eating

Healthy Minds

Moving our Body

Healthy Body Germs

Brushing teeth

Expressing feelings and wishes

Seeing themselves as valuable individuals.

Keeping safe online

Key vocabulary: [Exercise](#), [healthy](#), [germs](#), [sugars](#), [screen-time](#), [dentist](#)

Literacy (L)

Reading

Children will:

Listen to and enjoy a variety of rhymes, songs, stories and non-fiction texts

Show an awareness of story structures - beginning / middle / end

Talk about stories, events, characters and settings in response to questions

Re-enact / retell simple stories using some vocabulary and language structures from the text

Answer a range of questions with relevant comments Predict some story lines and vocabulary in response to what has been read

Talk about book likes / dislikes

Writing

Children will:

Attempt to include spaces between each word

Begin to use capital letter and full stop

Write simple common exception words linked to phonics Programme

Spell CVC words e.g. did, bed, his, him, put, red, sat, fun, hot, box, yes...

Begin to spell some words with digraphs e.g. shop, pink,

chat, thin, boat, cow, moon

Begin to write a simple caption / sentence using phonic knowledge

Mathematics (MD)

Number

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Shape, Space and Measure

Mass and capacity

Compare mass

Find a balance

Explore capacity

Compare capacity

Length, height and time

Explore length

Compare length

Explore height

Compare height

Talk about time

Order and sequence time

Physical Development (PD) Fine Motor

Handle tools, objects, construction and drawing materials safely and with competency

Use a pencil and hold it effectively to form an increasing number of recognisable letters, which are correctly formed

Expressive Arts & Design (EAD)

Textiles – Bookmarks

We will be exploring and developing threading and weaving skills with different materials and objects.

We will be looking at what a bookmark is

Exploring threading and weaving

Exploring paper weaving

Sewing with hessian

Designing bookmarks, creating bookmarks and evaluating bookmarks

Key Vocabulary: Thread, weave, pinch, push, pull, through, under, over, up, down, pattern, back, front, sew, sewing needle, wool, thread, hessian, design, evaluate, think



Physical Development (PD) Gross Motor

In PE we will be learning:

To throw under arm

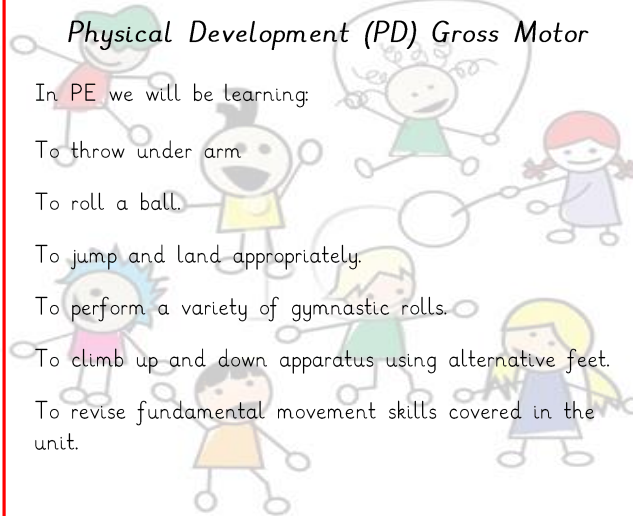
To roll a ball.

To jump and land appropriately.

To perform a variety of gymnastic rolls.

To climb up and down apparatus using alternative feet.

To revise fundamental movement skills covered in the unit.



Understanding the World (UW)

Geography

We will be learning about where we live in Chorley where we can play locally and that we live in England. We will also be finding out that China is another country at the other side of the world. We will look at a map and discuss where land is and where water is. We will find out that China is far away, from where we live. We will look at the culture in China and know that Chinese people live in England too. We will find out about some of the places people may visit in China. We will make a map of our walk and places in China.

Key vocabulary: Land, sea, playground, road, China, culture, landmarks, country.

Science

We will be learning the similarities and differences of animals in this country and in other countries.

We will recognise some environments that are different to the one in which they live.

We will understand the effect of changing seasons on the natural world.

Key Vocabulary: Animal, seasons, hibernation, habitat, warm, cold, rest, fat, movement, Earth, live, weather, food, shelter

History

In history we will be learning about castles including who lives in a castle, what the roles of people in castles are and how do castles compare to our own homes. We will also be looking at what Chinese New Year is and how it is celebrated.

Key Vocabulary: castle, home, job, knight, king, queen, Chinese New Year, Chinese Zodiac