



Crash, Bang, BOOM!



Children's current knowledge, skills, interests and experiences	The children need...	Intention (based on the needs of the children at the end of the previous half term)
- Construction - Transport - Families with steam traction engines - Boys experimenting with cars and ramps - Large construction and building role-play - Magnet blocks - Children travelling to school by bus, car and scooters - Trains - Parents with interests in different types of vehicles - Musician parents	- Visits from members of the local community with different transport e.g. bike, car, motorbike etc. - Youtube experiment videos e.g. slo mo guys, chemical reactions etc. - Opportunities to see how things work e.g. car engines - Opportunities to take part in/observe science experiments - Plant seeds/watch plants grow	- Blending cvc words - Letter formation and name writing - Handwriting- children to learn to write using the yellow guidelines - Hearing initial sounds and general sound discrimination - Red word spellings - Number recognition to 5- number intervention - Subitising 5- number intervention - Literacy intervention- SEND, EAL, PP, Summer born, boys - Building positive relationships- negotiating skills and kind hands / words - Writing numbers to 5 - PSED and well-being- problem-solving, negotiating skills and self-regulation - One-to-one tutoring for RWi catch-up children/lowest 20%

Personal, Social and Emotional Development	
What do we want the children to learn?	What learning opportunities will we provide?
To begin to understand and recognise others' feelings e.g. happy, sad, angry, worried To be able to recognise when they have shown certain learning characteristics e.g. proud penguin, thinking tiger and playful puppy To show independence when choosing own activities To remember all the things they need to do on our 'Brilliant' charter To independently manage their own personal hygiene e.g. handwashing To understand how to keep themselves safe when playing and using equipment To play collaboratively with others and know how to take turns and share	E-safety – Hector the dolphin and Police visit, Lee and Kim session Marvellous Me Worry monster Learning critters Brilliant charter- linked to house points and reinforced throughout the day PSHE 'SCARF' Keeping Myself Safe'

Enquiry questions:



Sparkly starter Science Day!

Writing focus: writing instructions for experiments carried out at school.



Fab finish

Show and share home learning experiments / projects (on Tapestry), talking about why things happen / how they work.

Communication, Language and Literacy	
What do we want the children to learn?	What learning opportunities will we provide?
Learning to comment and ask questions about the world around them How to answer questions in full sentences to demonstrate understanding To be able to ask simple questions e.g. How, Who, When, What etc. To participate in small group discussions by offering their own ideas To use recently introduced vocabulary from topic or story maker sessions with support To be able to offer their own explanations about why things happen To use full sentences which include past and present tenses	Marvellous Me Maths meetings e.g. I know...because... Modelling reasoning skills Recall time Visits from parents and members of the local community Story maker- No Bot Drawing Club – Words of the week

Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
To be able to negotiate the space around them with consideration for others To move in a variety of ways e.g. twirling, marching, swaying, tiptoe, giant steps, galloping	Continuous provision for gross motor development e.g. balancing, stepping, jumping, lifting etc. Storycise Scissor skills to be taught and differentiated resources to be provided for left-handed children or those needing support

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
Can count forwards to 20 accurately Counts objects up to 15 with accurate 1:1 correspondence and cardinality Says the number that is one more than a given number (up to 10) Selects the correct numeral to represent 1 to 8 objects	White Rose maths inputs Providing opportunities to explore 1-8 in the continuous provision

To hold a pencil effectively with a strong tripod grip To be able to control a pair of scissors to make snips in paper To demonstrate strength, balance and co-ordination when moving	Storycise Cosmic Kids yoga Funky fingers for fine motor development Daily active time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing e.g. handing, climbing, pushing and pulling, weight bearing activities, yoga poses, sky writing, body letter formation, co-ordination activities P.E.- Dance Squiggle Whilst You Wiggle
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Children can write numbers to 8 Can order numbers to 8 Can combine two sets to find a total (up to 8) Can take some objects away to find an amount (up to 5) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting From a selection of objects, identify and compare the longest / shortest, tallest/shortest, heaviest/lightest Can use a widening vocabulary to describe their relative position such as 'in front of', 'opposite', 'on top of' and 'under' Can use a range of vocabulary related to time to sequence the school day.	and set up of the classroom environment Voting for the favourite book for story time Daily Maths Meetings Interactive displays linked to current learning NCETM planning
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Literacy			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Beginning to know some set 2 special friends: ay, ee, igh, ow, oo, <u>oo</u> Beginning to read some ccvc / cvcc words and words containing the set 2 sounds above. Can read 4 sound words Can read simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words. Can understand simple sentences To explores the meaning of new vocabulary To be able to listen to stories with increasing attention and recall. Knows these additional 5 common exception words: he, we, be, me, she	Story maker- No Bot Storycise RWInc- (differentiated) word time / Ditties / Red Books 1-5 / Red Books 6-10 and Green books RWInc intervention groups Daily story times Red word castles Opportunities to develop blending skill in the continuous provision inside and out Weekly individual readers Home learning (Tapestry)- videos modelling set 1 and 2 'special friends', blending 4 sound words and ccvc/ cvcc words and red word reading Ditties sheets / red books to be sent home each week Set 2 Sound books (yellow) to be sent home when ready Reading books sent home every week match the children's reading ability Vocabulary cards which match the children's current phonic knowledge to be put in areas of the continuous provision Drawing Club- book focus	Children can form many of their letters correctly Beginning to put spaces between words in short phrases Using Fred Fingers, the child can make plausible phonetic attempts to spell unknown words containing known sound-letter correspondences Beginning to use special friends in spelling. With support, children can write short sentences / phrases with words containing known sound-letter correspondences Can spell the common exception words: he, me, we, she, be	Red word castles Daily name practice Mark making and segmenting opportunities in continuous provision inside and out e.g. writing labels for models, role-play area, writing caves etc. Daily RWInc. session to include segmenting and handwriting skills Opportunities to develop segmenting skills in the continuous provision Intervention groups- handwriting, names and letter formation Green books with yellow lines to be used / handwriting lines to support letter formation Home learning (Tapestry)- videos modelling writing set 1 and 2 'special friends', 4 sound words, ccvc/ cvcc words, red words and a 'hold a sentence' Message Centre Drawing Club Squiggle Whilst You Wiggle

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
To explore and talk about how colours change when mixed together To explore, describe and use a range of materials e.g. paint, fabric, glues and tapes To be able to choose particular materials for a task based on their properties e.g. floating, strong, waterproof To be able to listen to a range of music and talk about their likes and dislikes	Skills to be specifically taught to children e.g. colour mixing and joining techniques for junk modelling Problem solving- building bridges (3 Billy Goats Gruff) and discuss building achievements of Isambard Brunel Daily singing / rhythm and rhyme built into inputs Weekly music sessions- Sing Up Music Inventors Lab role-play

Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
To be able to talk about a significant event in history To learn to comment and ask questions about the world around them e.g. How do things work / grow? What has changed? How is it different? What would happen if I tried it a different way? What happened? Why?	Daily maths meeting- weather and seasonal change Learning critters- thinking tiger and linking leopard Science experiments and visitors as opportunities for children to talk about what they have observed by looking at similarities, differences, patterns and change Discussing change Floating and sinking Exploring outside environment- animals, plants, seasonal change, weather etc.

To sing some songs from memory e.g. nursery rhymes, Christmas songs etc. with an awareness of pitch, dynamics, tempo etc.	
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To be able to choose particular materials for a task based on their properties e.g. floating, strong, waterproof To understand how to use some IT equipment and know what it is used for To know how to keep safe when online Computer Science To know what a Church is	E-safety – Hector the dolphin and Police visit, Lee and Kim session Selecting and using various materials based on their properties, form and function for a variety of different critical thinking activities Exploring materials using all the senses Creative and critical thinking skills Problem solving- building bridges (3 Billy Goats Gruff) and discuss building achievements of Isambard Brunel Planning and evaluating work Opportunities to discuss, compare and contrast their own and other world religions e.g. Hola Mohalla (Feb/March) Sikh Planting seeds / beans
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Parents	
Parents	Home learning
Important dates:	Doodle Maths
Monday 5 th January- children start back at school	RWInc 'learn to read' books and home learning sent home on Fridays
Wednesday 11th February – Parents' Evening	Reading books- collected in on Mondays and issued on Tuesdays
Thursday 12th February – Parents' Evening	Home learning - Science experiments / projects to go on Tapestry to share with the class
Friday 13 th February– last day of school before half term	
Half term break- Monday 16 th – Friday 20 th February	
Monday 23rd February- children start back at school	

Topic Vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging specific vocabulary)
Look Listen Test Question words- What, why, how Scientists Float Strong Build	Experiment Investigate Technology Invent Construct Discover	Engineer Observe Waterproof Laboratory
Word of the Week (based on the words used in our daily Drawing Club sessions)		
For example: Week 1 - 'Where the Wild Things Are'- escapade, vegetation, navigate, disembark, coronation, shimmy, evade, irritated		

Key texts
No Bot (Story Maker)
Three Little Pigs
The Three Billy Goat's Gruff
Izzy Gizmo
Duck in a Truck

Impact of Spring 1 curriculum		Next steps	
			
			
			