

| | ON THE MOVE | SPRING 2024 |
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| | SPRING 1 | SPRING 2 |
| Visits & Visitors | Amberley Museum | Class Assembly, Easter Church Visit |
| Key Quality Texts | Into the Woods, We're Going on a Bear Hunt, Penguin Small, Up and Down the Andes, The Bus is for Us - Michael Rosen, Mountain books, Antarctica animals, Mrs. Armitage on Wheels. Wheels, | Oliver's Journey, Bikes, Deserts, Over in the Jungle, The Animal Boogie, Through the Jungle. Van Gogh, Granny Went to Market, |
| Communication and Language | Read, Write, Inc - develop Children's language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in stories Understand how to listen carefully and why listening is important. Listen to animals in the Forest, listen to stories and talk about them. Talk about investigating ice and cold places. Talk about transport used in cold places. Role play Penguin Small. | Read, Write, Inc - develop Children's language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in stories. Talk through EAD projects with adults and peers. Use new vocabulary in small world, EAD and mark making. Speak confidently in Class Assembly Re-tell stories and use recently learnt vocabulary. |
| Literacy Comprehension | RWI - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | RWI - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Labelled diagrams. Sentences to describe places. |
| Literacy Word Reading | RWI - Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Red Ditty Books, Green Books | RWI - Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Red Ditty Books, Green Books, Purple Books |
| Literacy Writing | RWI - Write recognizable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others | RWI - Write recognizable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. Labelled diagrams. Sentences to |

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| | Sequence a familiar story using own words. Use recently acquired vocabulary in small group learning and independent role play. Anticipate events in stories. Labels and captions. Descriptions. | describe places. |
| Maths | Introducing zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity 6,7,8 Combining 2 amounts Making pairs | Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 |
| Maths Numerical Patterns | Length and height time | 3D shapes Spatial awareness patterns |
| Understanding of the World Past and Present | Comparing vehicles that Scott used in the Antarctic and now. | What did bikes, buses and aircraft first look like? How did we first fly? |
| Understanding of the World People, Culture and Communities | Judaism - Know some similarities and differences between different religious communities. Religious places and festivals. Epiphany - Christianity | Salvation Easter - God the Son - God the Holy Spirit Pupils can ask how and why questions about Easter and God the Holy Spirit to gain a deeper understanding by using religious artefacts, pictures, and books. Pupils can explain their understanding of stories, beliefs, and views. • Pupils can talk about past events from their own experiences such as celebrations of Easter and special family times. |
| Understanding the World The Natural World | Seasons - Winter Understand the past through settings, characters and events encountered in books read in class and storytelling. | Spring - first signs of spring |
| Personal, Social Emotional Development Building Relationships | Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. How to stop the Polar Bears from bullying Penguin Small. Choose the right way to move in icy conditions. Choose the right clothing for icy conditions. | Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. Choose the right clothing for different temperatures. How to look after each other in different environments. How to look after animals in different environments. |

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| <p>Expressive Arts & Design Creating with Materials</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make vehicles for the right conditions - junk modelling Adapt vehicles for icy conditions. Share their creations, explaining the process they have used. Explain how you made your vehicle. Make use of props and materials when role playing characters in narratives and stories. Small world for different environments. Story small world role-play. Painted vehicles and environments.</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Design and make a vehicle of your choice. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Torn paper mountains.</p> |
| <p>Expressive Arts & Design Being Imaginative and Expressive</p> | <p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> | <p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Easter hymns. Class Assembly - counting songs</p> |
| <p>Physical Development Gross Motor Skills</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others and conditions. Dance - music and movement</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others. - Multi-skills Parachute games</p> |
| <p>Physical Development Fine Motor Skills</p> | <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Writing HAS and CAS.</p> | <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases- RWI and topic writing.</p> |