


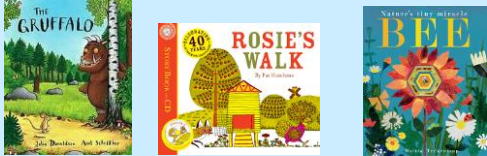




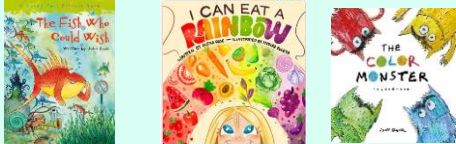


Area/Key Skills	Cherry Class Spring Term Curriculum
<p><u>Personal, social and emotional development</u> BR - Building Relationships MS - Managing Self SR - Self-Regulation</p> 	<p><u>Personal Social Emotional Development</u> BR - To learn about strategies of co-operation, fairness, negotiation and compromise e.g. through the use of social stories, drama and role play. (RE) MS - To become more aware of the similarities and differences between themselves and others. (physical, social and emotional similarities and differences) (RE) SR - To name and identify basic feelings e.g. happy, sad, angry. SR - To understand basic feelings in themselves and others and what action, words, event might have led to that feeling (Thrive Thinking)</p>
<p>Popular Themes/Topics</p>	<p>Special Times (RE) What makes me special? All about me - goals and aspirations Teamwork and co=operation</p>
<p>Core Books</p>	
<p>Key Experiences</p>	<p>Visits and visitors from and around the local community. Opportunities to share talents and skills and celebrate achievements. Celebrating important milestones/achievements e.g. toileting independently dressing after PE independently etc. Chances for children to share and celebrate the things that make them special/unique. Theme days, show and tell, sharing table etc.</p>
<p><u>Communication and Language</u> (Elklan) LA - Listening, Attention and Understanding S - Speaking</p> 	<p><u>Communication and Language</u> LA - To learn new vocabulary - including tier 2 vocabulary from stories, books, poems and through topics and themes. LA - To learn and understand vocabulary linked to key concepts from all areas of learning e.g. prepositional language, comparison language etc. LA - To learn the Makaton signs linked to key vocabulary. S - To use more complex sentences (4 to 6 words) with simple conjunctions (because, and etc.) S - To use new vocabulary in context</p>
<p>Popular Themes/Topics</p>	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school. T4W - using storymaps to re-tell familiar stories. Same and different New experiences e.g. hatching chicks, growing butterflies, Visits out and visitors in etc.</p>
<p>Core Books</p>	
<p>Key Experiences</p>	<p>Songs and thymes linked to topics and themes. Makaton signs used to support children with Speech and Communication issues as needed Circle times and other listening games to model and practise listening and responding courtesies (e.g. Ros Bayley Beat Babies etc.) Storymaps modelled to children using familiar stories.</p>
<p><u>Physical Development</u> GM - Gross Motor Skills FM - Fine Motor Skills</p> 	<p><u>Physical Development</u> GM - To understand how to carry large items safely. GM - To be aware of dangers and hazards when moving around people, objects and obstacles. FM - To develop control and manipulation of using a range of hand-held tools and equipment e.g. musical instruments, scarves, paintbrushes etc.</p>

Popular themes/topics	Healthy eating - The Hungry Caterpillar story. Sporting events such as The Olympics, World Cup etc. Design and create activities.
Core Books	
Useful Experiences	Large vertical spaces for children to practise large arm actions, also floor spaces for activities such as sweeping etc. Opportunities to discuss and make healthy choices. Finger gym and dough disco activities. Toys and materials that require hand/finger dexterity to manipulate e.g. tweezers etc. Digging and mark making outdoors.
<p>Literacy (L&S driver Autumn Term. RWI driver Spring and Summer) WR = Word reading C - Comprehension W - Writing</p> 	<p style="text-align: right;">Literacy</p> <p>WR - To know the key features of print and texts - left to right, top to bottom, parts of a book, page sequencing etc. WR - To recognise rhythm in words, songs, poems, rhymes and stories. C - To engage in discussion about stories that have been read to them by discussing characters and by recalling and predicting events. C - To learn the meaning and context of new vocabulary from stories and poems. C - To engage in rhythmic and musical activities including action songs/rhymes, percussion instruments, beat and clapping.</p>
Popular themes/topics	Big books linked into a relevant theme/topic/season. Rhymetime and Squiggle whilst you wiggle Beat Babies and other rhythm activities e.g. Kodaly Traditional Tales Story boxes - display the book and related small world and other materials to help children play with stories. Link to Physical Development Outdoors - opportunities to apply skills on a larger scale e.g. mud kitchen, brushing the playground, washing the windows, chalking the floor etc. Phase 1 Phonics games and activities
Core Books	
Useful Experiences	FSI build knowledge of oral discrimination of sounds, rhyme, rhythm and alliteration - progressing to introducing the RWI program in the summer term for children exiting in July. Opportunities to hear, identify and discriminate initial sounds - sound lottos, sorting and hunting games etc. Access to plentiful rhymes, poems and songs. Repeated experiences. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment, labels, notices, messages. Seeing adults as readers - thinking out loud to model reading processes. Role play and small world materials for children to re-tell, re-invent and re-enact stories. Visits to the theatre, visiting theatres, story-tellers, Sundown Adventure Land, the cinema etc. Experiences that bring stories to life. Adults scribing for the children - tell me about your picture? Can I add a label here? Etc. Opportunities for children to see purposeful writing for a wide range of contexts. Adults as role models - using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.
<p>Mathematics N - Number P - Pattern</p> 	<p style="text-align: right;">Maths</p> <p>N - To learn number recognition from 1 to 10. N - To identify which has most/least, more/less from a selection of 2 amounts. (up to 5) N - To match numerals to amounts up to 5. P - To learn how to partition and combine shapes to make new shapes. (2d and 3d) P - To make comparisons between objects linked to number, size, length, weight and capacity. P - To identify, from a set of 2 objects, which is longest/shortest, heavier/lighter etc.</p>
Popular themes/topics	Whole class counting times e.g. lining up, registration etc. Numberblocks

	<p>Snack time/party time – sharing foods Our local area/Geography STEM challenges Treasure maps/pirates Autumn/Winter colours and patterns links</p>
Core Books	
Useful Experiences	<p>Number and counting rhymes and songs. Counting objects, actions and sounds Pictures that show numbers represented in different ways and support subitising e.g. ten frames to indicate how many people can play here etc. Numberfun songs Problem solving and challenge tasks made available. Open-ended materials that enable children to use and apply their learning, post patterns and make connections. Resources that enable children to play and explore a range of shapes, sizes, capacities and measures within their play e.g. modular blocks, containers in the water etc. Concept Cat – used in FSI to teach the similarities and differences between key concepts e.g. long/not long, heavy/not heavy etc. Barrier games Access to maps, plans, globes, routes, Google Earth etc. Identifying familiar routes and landmarks. Visits around the local area to identify landmark features.</p>
<p><u>Understanding the world</u></p> <p>PCC – People, Culture and Community PP – Past and Present NW – The Natural World</p> 	<p style="text-align: right;"><u>Understanding the World</u></p> <p>PCC – To begin to understand some of the basic differences between themselves and others. (RE) PP – To understand how a human grows and changes over time. (SCIENCE) PP – To find out about different occupations and ways of life in the local community and beyond. (HISTORY) NW – To talk about, ask questions and comment about the features of the plants, animals and natural materials they observe using an increasingly wide range of vocabulary. (SCIENCE) NW – To understand the key features of the life cycle of plants and some animals. (SCIENCE) RE – Special Times</p>
Popular themes/topics	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. People Who Help Us Special people/ Special times/Festivals Growing and Changing The seasons Changes Animals, plants and life cycles.</p>
Core Books	
Useful Experiences	<p>Visits and visitors that represent different cultures, communities or religions. Visual resources and artefacts to help children to experience different cultures and religions e.g. videos, photographs etc. Particularly of cultures that they may not experience within their locality. Helping children to be aware of global/worldwide events e.g. The Olympics. Visits to places of interest around the community e.g. local church, care home, supermarket etc. Visits to museums to see what life was like in the past e.g. Conisbrough Castle, Cannon Hall Museum etc Props and materials to enable children to explore and play with the experiences they are learning about e.g. people who help us, small world, role play etc. Outdoor classroom – experiences to observe and explore the natural environment. Trips and visits to garden centres, gardens, zoos, wildlife parks, farms etc. Recycling measures, and information about recycling. Opportunities to experience life cycles in action – chick hatching, butterflies, frogs etc. Opportunities to observe real animals – meet a creature, pet visits, farm animal visits, minibeast hotels etc. Planting and growing opportunities. Changing materials tasks such as baking, clay, gloop etc.</p>
<p><u>Expressive arts and design</u></p>	<p style="text-align: right;"><u>Expressive Arts and Design</u></p> <p>CM – To find out about the uses of and basic techniques for different art materials – e.g. paint collage materials, mark making equipment etc. (ART) BIE – To sing, remember and understand the melodic shape of songs. (MUSIC) BIE – To create songs or improvise with a song they know. (MUSIC)</p>

<p>CM - Creating with Materials BIE - Being Imaginative and Expressive</p> 	
<p>Popular themes/topics</p>	<p>Rhythm and rhyme Seasonal/Thematic songs and poems Collage-scissor and sticking skills</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Adults modelling different techniques and making children aware of the various possibilities of different media Access to a range of materials and tools to enable children to explore and investigate them independently and discover possibilities. Opportunities to look back on previous work and learning to consider how they want to improve and reflect on how their skills have developed. Experience of theatres, concerts/performances and galleries. Access to and experience of musical instruments and sound makers. Songs linked to all areas of learning e.g. Numberfun, topics, interests, seasons etc Experience of dance and music - videos, visits, visitors etc. Large and small group music and movement activities e.g. rhymetime, GoNoodle, Early Years Emily etc. A performance area - dedicated to enable children to play, create and explore their own music and dances during their independent play e.g. outdoors stage. Opportunities to perform for others e.g. assemblies, concerts, online videos etc. Learn at least 10 traditional nursery rhyme by heart.</p>
<p>Poplar Fascinations and Interests</p>	<p>Fairies, Transport (trains, diggers, fire engines etc), Dinosaurs, Sea Creatures, Disney, Construction (Duplo, K-Nex, Lego), Superheroes, People Who Help us, Hairdressers, Babies/dolls, Nature, Pirates.</p>