
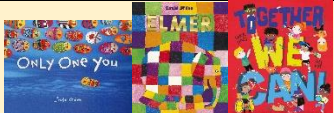



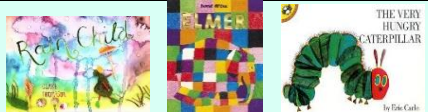


Area/Key Skills	Willow Class Spring Term Curriculum
<p><b>Personal, social and emotional development</b>  BR - Building Relationships  MS - Managing Self  SR - Self-Regulation</p> 	<p><b>Personal, Social and Emotional Development</b>  BR - To begin to recognise that each person is an individual and the importance of celebrating and respecting each other's individuality. (RE)  MS - To sensitively discuss the similarities and differences between themselves and others in terms of likes, interests, preferences etc. (RE)  MS - To begin to be aware of the impact of prejudice and discrimination. (RE)  MS - To learn how to value and celebrate each others' skills, talents, abilities and what makes us all unique.  SR - To understand and recognise that people may have different perspectives, ideas and needs. (RE)</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><b>Communication and Language</b>  (Elklan)  LA - Listening, Attention and Understanding  S - Speaking</p> 	<p><b>Communication and Language</b>  LA - To listen to familiar stories, poems, rhymes and non-fiction texts with increasing attention and recall, new knowledge and vocabulary.  LA - To listen and respond to ideas expressed by others in discussion. (RE)  S - To re-tell familiar stories and rhymes in sequence and in detail, using some key phrases from the story/rhyme.  S - To use connectives and speak in well formed sentences.</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.  Introduce the children to helicopter stories.  Tales toolkit used to identify familiar stories and modelled by adults to retell stories alongside story maps (T4W)</p>
<p><b>Physical Development</b>  GM - Gross Motor Skills  FM - Fine Motor Skills</p> 	<p><b>Physical Development</b>  GM - To develop overall body strength, co-ordination, balance and agility through dance, gymnastics and sport.  GM - To learn how to travel safely and with confidence around, over, under, over and through balancing and climbing equipment.  FM - To develop core muscle strength and a good posture for sitting.  FM - To understand the importance of and to further refine and develop finger/hand dexterity and agility.</p>
<p>Popular themes/topics</p>	<p>Healthy eating - The Hungry Caterpillar story.  Growing and Changing/My Body</p>

	Sporting events such as The Olympics, World Cup etc. Design and create activities.
Core Books	
Useful Experiences	Games area for outdoor - to support children in exploring, creating and sports and competitive games. Handwriting practise activities (Fs2) Digging and mark making outdoors. PE lessons (FS2) and other opportunities to practise and develop dressing/undressing e.g. outdoors.
<b>Literacy</b> (L&S driver Autumn Term, RWI driver Spring and Summer) WR = Word reading C - Comprehension W - Writing 	<p style="text-align: right;"><b>Literacy</b></p> WR - To segment the sounds in simple words and blend them together to hear the word. WR - To segment and blend the sounds in words to read the word - using phoneme/grapheme. WR - To read some high frequency words/common exception words. C - To describe story settings, characters and events in detail. C - To learn about the features of a text that influence fluency and expression e.g. speech marks, speech bubbles, exclamation marks, bold print etc. C - To re-invent or re-enact familiar stories. W - To spell words by identifying the sounds and then writing the sounds with letters/graphemes. W - To form lower-case letter correctly
Popular themes/topics	RWI Phonics Story-telling - helicopter stories etc. Poem of the week or focus poem activity. 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.
Core Books	
Useful Experiences	Daily structured phonics lessons for FS2 One to one or small group extra practise to consolidate phonic knowledge for pupils as and when needed to ensure they all keep up. (fs2) 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. Supported drama activities e.g. freeze framing, hot seating etc. Adult support handwriting lessons - beginning with letter patterns and progressing to letter formation/sizing/orientation. Martin Harvey Opportunities for children to see purposeful writing for a wide range of contexts. Word building activities 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.
<b>Mathematics</b> N - Number P - Pattern 	<p style="text-align: right;"><b>Maths</b></p> Composition of 5. Representing and composition of 6, 7, 8, 9, 10. Simple calculation + and - with numbers to 10. Describing shapes. Record using marks they can explain.
Popular themes/topics	Whole class counting times e.g. lining up, registration etc. Numberblocks Snack time/party time - sharing foods Our local area/Geography STEM challenges Treasure maps/pirates Autumn/Winter colours and patterns links

<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Counting objects, actions and sounds  Real-life contexts to count and compare e.g. self-registration, story votes, surveys, lunch orders etc.  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  Opportunities to see numbers represented in different ways e.g. ten frames, part/whole models, number tracks etc.  Problem solving and challenge tasks made available.  Open-ended materials that enable children to use and apply their learning, post patterns and make connections.  STEM  Making links to other themes and topics - e.g. Autumn leaves/patterns, Natural materials/sorting etc.  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.  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>  PCC - People, Culture and Community  PP -Past and Present  NW - The Natural World</p> 	<p style="text-align: center;"><b>Understanding the World</b></p> <p>PCC - To understand that different people have different interests, beliefs, customs or lifestyles and to treat these with sensitivity and respect. (RE)  PP - To talk about past and present events in their own lives and those of people familiar to them. (SCIENCE) (HISTORY)  NW - To observe and describe similarities and differences in relation to objects, places, materials and living things. (SCIENCE)  NW - To make observations of plants and animals, consider why some things occur and describe the changes they notice. (life cycles, endangered etc.) (SCIENCE)  NW - To talk about and describe the features of their immediate environment and how environments might vary from one another. GEOGRAPHY  RE - Special Times</p>
<p>Popular themes/topics</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc.  Special people/ Special times/Festivals  The seasons  Changes  Growing and Changing  Animals, plants and life cycles.</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Visits and visitors that represent different cultures, communities or religions.  Helping children to be aware of global/worldwide events e.g. The Olympics.  Visits to museums to see what life was like in the past e.g. Conisbrough Castle, Cannon Hall Museum etc. Trips and visits to garden centres, gardens, zoos, wildlife parks, farms etc.  Outdoor classroom - experiences to observe and explore the natural environment.  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.</p>
<p><u>Expressive arts and design</u>  CM - Creating with Materials  BIE - Being Imaginative and Expressive</p> 	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p>CM - To understand how artists communicate working theories, feelings and understandings through dance, drama, music and the visual arts. (ART/DT)  CM - To create representations of imaginary and real-life ideas, events, people and objects. (ART)  BIE - To sing in a group increasingly matching pitch and following the melody. (MUSIC)  BIE - To create and develop a sequence of actions, gestures and sounds in response to stories. (MUSIC)  BIE - To engage in music making and dance as part of a group. (MUSIC)  BIE - To listen attentively to music, watch dance and performance art and talk about their feelings and responses. (MUSIC)</p>
<p>Popular themes/topics</p>	<p>Andy Goldsworthy  Matisse</p>

	<p>Construct and collage with a purpose          Observational drawing and landscapes          Thematic and seasonal songs          Colour and Pattern</p>
Core Books	
Useful Experiences	<p>Experience of how expert artists develop and express their chosen materials and techniques - visits or videos (Access art)          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.          Using older children from within school to demonstrate techniques and processes that they have been learning about.          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.          Finding out about famous and influential artists.          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>
Popular Fascinations and Interests	<p>Dinosaurs, fairies, superheroes, fantasy, space, nature, animals, TV/Book characters, Princesses, Popular films etc.</p>