
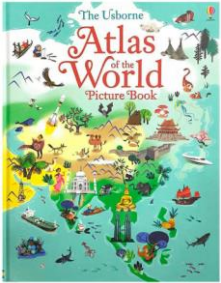
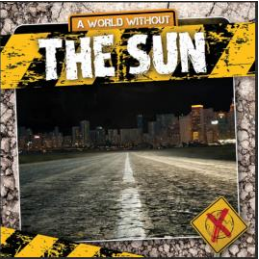




Spring 2 – Light and dark

Class: Teal

Topic: Light and Dark

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
<p>The Boy Who switched off the Sun – Paul Brown</p>  <p>Usborne Children's Atlas of the world.</p>  <p>A World without the Sun – Willian Anthony</p> 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Link sounds to letters and can sound out most Phase 3-4 sounds and some will to recognise some Phase 5 sounds (phonemes and digraphs). *Sort by initial phoneme. *Identifies the odd one out when hearing words that all but one begin with the same sound. *Know if there is a word within a longer word e.g., cat/caterpillar or spy/spider. *Orally blend two syllable words e.g., co-ffee. *Orally blend CVC words with long phonemes e.g., sh-ar-k/ s-oa-p. *Segment the sounds in simple words and blend them together, knowing which letters represent some of them. <p>Some Children will:</p> <ul style="list-style-type: none"> *Identify initial phonemes in a word. * Link sounds to letters and can sound out most single letters. * Orally blend multi syllable words e.g. e-le-phant. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Recognise common written words and high frequency vocabulary. *Associate lower with upper case letters. *Read familiar, phonetic words and key sight vocabulary at word level. *Find pleasure in reading and is motivated to read independently. *Engage fully when stories are being read (stories which are at a level beyond what they can read independently). <p>Some Children will:</p> <ul style="list-style-type: none"> *Predict how a story might end. *Predict what a story might be about after reading the title. *Predict what might happen based on what has been read so far. *Lift less obvious meaning from a picture e.g. 'What do you think they are making?' *Work out how people feel when 'reading' non-verbal communication or when looking at clues in a picture. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Write recognisable letters *Spell CVC words by identifying sounds in them and representing the sounds with a letter or letters *Write some learnt tricky words. *Write a sentence in the correct order, holding words and phonemes. * Use their phonic knowledge to write words in ways which match their spoken sounds. *Write simple sentences which can be read by themselves and others. <p>Some Children will:</p> <ul style="list-style-type: none"> * Spell longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters *Compose a sentence/phrase orally before writing it. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Count forwards and backwards in 1s, from 0 to 50. *Build numbers beyond 10. *Continue patterns beyond 10. *Understand the composition of numbers between 10 and 20. * Know 1 more and 1 less *Use a number line to 20 *Order numbers to 20. <p>Some Children will:</p> <ul style="list-style-type: none"> *Count in even and odd numbers. *Estimate on a number line to 20. *Compare numbers to 20. *Continue patterns beyond 10 (10-13) *Build numbers beyond 10 (14-20) *Count by making groups of tens *Groups of tens and ones *Partition into tens and ones. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Recognise rules that are in place in school to keep us safe. *Recognise rules that are in place outside of school (in the wider community) *Understand what might happen if rules are not followed. *Describe how we take care of our home and our belongings. *Explain how we can take care of our school environment. *Explain the importance of routines in taking care of people or pets. *Engage in activities linked to cultural festivals and celebrations *Begin to recognise similarities between myself and others. <p>Some Children will:</p> <ul style="list-style-type: none"> *Explain what might happen if the wider environment is not taken care of (e.g., litter, graffiti, vandalism, pollution). * Identify where we may get money from and for what reasons (e.g., presents from relatives or pocket money from a family member) *Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live. *Explain that festivals and celebrations may differ to our own. *Understand that families can look different. *Describe similarities and differences between myself and others.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children will:</p> <ul style="list-style-type: none"> *Flag a bus to stop- Purchase a ticket on the bus *understands that money can pay for their ticket. *Board a bus safely *can go upstairs on a double decker bus. *Exit a bus safely *Use an escalator *Puts on their socks not always correctly *Puts shoes on correct feet most of the time *Dresses independently - Can fasten /unfasten buttons *Asks for help with dressing when needed *Accepts when they can't wear an item of clothing as it is dirty/in the wash. *Demonstrates understanding that different weather requires different clothing *Puts on a specific type of clothing on request e.g. chooses a jumper if asked to put on something warm *Eats appropriate portions of food. *Takes small sips of water/drink to help with swallowing. *Communicates when they have difficulty eating. *Uses cutlery independently. *Manages toileting needs independently. *Remembers to flush the toilet *Carries out aspects of basic personal hygiene independently, occasionally with adult support. <p>Some Children will:</p> <ul style="list-style-type: none"> *Tell the driver where they are going *Purchase a ticket on the bus and waits for change if needed. *Hold a ticket in one hand while negotiates way to a seat. *Put a ticket and purse/wallet in a safe place when seated. *Know what to do if stop is missed. *Ties shoes with some assistance *Understands why clothes need to be washed in relation to keeping their bodies clean, germs and smells. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Talks about/communicates some of the things they have observed such as plants, animals, natural and found objects. *Draws information from a simple map *Completes simple descriptions about what happened, e.g.. "The water.." (adult) "...got hot." (pupil) *Know about similarities and differences in relation to places, objects, materials and living things. *Make observations of animals and plants and explain why some things occur, and talk about changes. *Create simple maps. *Recognise some environments that are different from the one in which they live. *Describe what they see, hear and feel whilst outside. <p>Some Children will:</p> <ul style="list-style-type: none"> *Talk about why things happen and how things work. *Talk about the features of their own immediate environment and how environments might vary from one another. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos *Recognise some similarities and differences between life in this country and life in other countries. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Explore colour mixing. *Sorts by colour. *Identifies objects from silhouettes *Shows an awareness of shadows. *Collect resources and put resources away. *Wash resources e.g. paint pots, brushes etc. *Handle objects/tools with care and respect. *Independently mix primary colours to make a colour of choice. *Develop an understanding of primary and secondary colours. *Use paint to explore different tones of the same colour. *Make shadow patterns on the wall <p>Some Children will:</p> <ul style="list-style-type: none"> *Make imaginative and complex 'small worlds; with blocks and construction kits, such as a city with different buildings and a park. *Talk about the safety issues associated with tools used. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Explore changes in pitch *Explores and learns how sounds can be changed. *Sing the pitch of a tone sung by another person ('pitch match'). *Create a rap and to explore repetition within rap. *Relate a sound to a visual experience <p>Some Children will:</p> <ul style="list-style-type: none"> * Fill in gaps within familiar songs, rhymes and mantras *Listen attentively, move to and talk/communicate about music, expressing their feelings and responses. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Vary their pace and speed when running. *Run along a non-straight trail. *Change direction when jogging. *Complete an obstacle course with support. *Run safely in a space, showing an awareness of others and objects around them. *Perform different types of jump <p>Some Children will:</p> <ul style="list-style-type: none"> *Run with basic techniques over different distances. *Show good posture and balance. *Sprint in a straight line. *Change direction when sprinting. *Maintain control as they change direction when jogging or sprinting. *Begin to select the most suitable pace and speed for distance. *Independently complete an obstacle course. *Jump over moving rope when someone else has the rope. *Use a skipping rope to skip. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Independently clean a table top surface ahead of cooking activity. *Find kitchen equipment and utensils. *Name a range of kitchen utensils and equipment. *Know how to use a range of kitchen utensils and equipment. *Know how to store a range of kitchen utensils and equipment. *Know how to safely handle a range of kitchen utensils and equipment. *Follow a recipe with more independence. <p>Some Children will:</p> <ul style="list-style-type: none"> *Know that germs can cause sickness *Know where to store a range of food stuff *Effectively clean surfaces.