
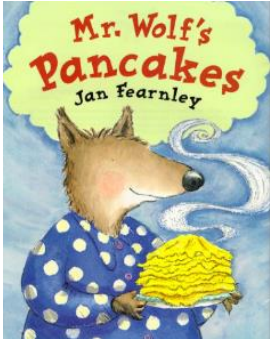
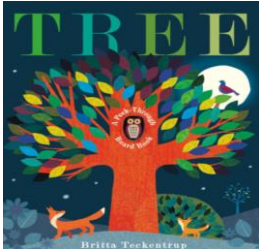




Spring 1 – Winter Wonderland

Class: Navy

Topic: Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p>Jack Frost – Kazuno Kohara.</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>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 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 and compare numbers to 20 *Understand before and after *Know and order the days of the week *Recognise and name 3-D shapes *Sort 3-D shapes *Recognise and name 2-D shapes *Sort 2-D shapes <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. 	<p>Most Children will:</p> <ul style="list-style-type: none"> * Describe ways to stay healthy. *Understand how germs are spread. *Understand how to prevent the spread of germs. Identify risks and hazards and know how to stay safe. *Identify when someone might need first aid. *Understand the concept of an emergency and know who to contact in an emergency. *Understand some simple rules about staying safe near water and road safety. *Recognise feelings which are linked to not feeling safe. <p>Some Children will:</p> <ul style="list-style-type: none"> * Recognise those we can trust with our special possessions, information etc.
<p>Mr Wolf's Pancakes</p> 					
<p>Tree – Britta Tekkentump</p> 	<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-phat. 				



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><u>Most Children will:</u></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 <p><u>Some Children will:</u></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. 	<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * Develop an understanding of growth, decay and changes over time. *Understand the importance of caring for all living things. *Understand the life cycle of a selection of animals. *Name adult and baby animals *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. *Understand the life cycle of a human. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals *Identify and name a variety of common animals that are carnivores, herbivores and omnivores *Know how to take care of animals within the local environment 	<p><u>Most Children will:</u></p> <p>Choose their own resources for lesson/activity.</p> <ul style="list-style-type: none"> *Collect resources and put resources away. *Wash resources e.g. paint pots, brushes etc. *Handle objects/tools with care and respect. *Talk about the safety issues associated with tools used. * Explore simple printing. *Tolerate body parts being used for printing. *Explore rubbings from textures surfaces e.g. leaf, coin, tree bark. *Print pictures with a range of materials e.g. sponges/reels <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Develop an understanding of tie dye. 	<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * React to changes in tempo *Keep a steady beat *React to changes in tempo *Join in with call and response activities using vocal or body sounds. *Respond to 'stop' and 'start' e.g musical statues/chairs *Make a choice between fast/slow movements then moves appropriately. *Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Explore a range of emotions through changes in tempo *Create musical and physical changes in tempo *Relate movement to tempo (uses materials/body parts to show tempo) *Create a simple rhyme with different tempos. *Count along to a beat. 	<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * Make body tense, relaxed, curled and stretched, showing some tension. *Develop core strength. *Perform a tuck roll. *Perform a pencil roll. *Begin to touch knees and toes from standing or sitting position without bending legs. *Perform basic jumps. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Make body tense, relaxed, curled and stretched in a range of movements. *Perform forward and backwards rolls *Begin to perform a teddy bear roll. 	<p><u>Most Children will:</u></p> <p>Know how to wash a (blunt) knife safely.</p> <ul style="list-style-type: none"> *Know how to stay safe around knives: <ul style="list-style-type: none"> - washing -carrying -picking it up *Use a grater with more independence, holding it correctly with limited safety reminders needed *Use a peeler with more independence, holding it correctly with limited safety reminders needed. *Begin to peel more complex vegetables such as potatoes *Use a range of cutters independently. *Use a can/tin opener with minimal support, understanding how to use it safely. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> *Effectively clean surfaces. *Use dishcloths, sponges etc correctly when washing dishes.