
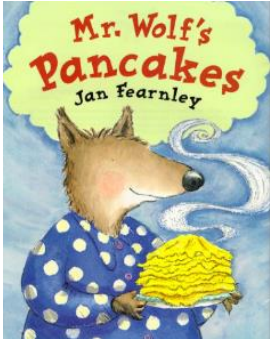
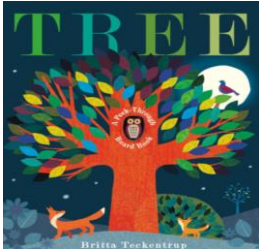




## Spring 1 – Winter Wonderland

**Class:** Teal

**Topic:** Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p>Jack Frost – Kazuno Kohara.</p> 	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>* 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).</li> <li>*Sort by initial phoneme. Identifies the odd one out when hearing words that all but one begin with the same sound.</li> <li>*Know if there is a word within a longer word e.g., cat/caterpillar or spy/spider.</li> <li>*Orally blend two syllable words e.g., co-ffee.</li> <li>*Orally blend CVC words with long phonemes e.g., sh-ar-k/s-oa-p.</li> <li>*Segment the sounds in simple words and blend them together, knowing which letters represent some of them.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Identify initial phonemes in a word.</li> <li>* Link sounds to letters and can sound out most single letters.</li> <li>* Orally blend multi syllable words e.g. e-le-phant.</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>*Recognise common written words and high frequency vocabulary.</li> <li>*Associate lower with upper case letters.</li> <li>*Read familiar, phonetic words and key sight vocabulary at word level.</li> <li>*Find pleasure in reading and is motivated to read independently.</li> <li>*Engage fully when stories are being read (stories which are at a level beyond what they can read independently).</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>* Predict how a story might end.</li> <li>*Predict what a story might be about after reading the title.</li> <li>*Predict what might happen based on what has been read so far.</li> <li>*Lift less obvious meaning from a picture e.g. 'What do you think they are making?'</li> <li>*Work out how people feel when 'reading' non-verbal communication or when looking at clues in a picture.</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>* Write recognisable letters</li> <li>* Spell CVC words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>*Write some learnt tricky words.</li> <li>*Write a sentence in the correct order, holding words and phonemes.</li> <li>* Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>*Write simple sentences which can be read by themselves and others.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>* Spell longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>*Compose a sentence/phrase orally before writing it.</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>* Count forwards and backwards in 1s, from 0 to 50.</li> <li>* Build numbers beyond 10.</li> <li>*Continue patterns beyond 10.</li> <li>*Understand the composition of numbers between 10 and 20.</li> <li>* Know 1 more and 1 less</li> <li>*Use a number line to 20</li> <li>*Order and compare numbers to 20</li> <li>*Understand before and after</li> <li>*Know and order the days of the week</li> <li>*Recognise and name 3-D shapes</li> <li>*Sort 3-D shapes</li> <li>*Recognise and name 2-D shapes</li> <li>*Sort 2-D shapes</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Count in even and odd numbers.</li> <li>*Estimate on a number line to 20.</li> <li>*Compare numbers to 20.</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>* Describe ways to stay healthy.</li> <li>*Understand how germs are spread.</li> <li>*Understand how to prevent the spread of germs. Identify risks and hazards and know how to stay safe.</li> <li>*Identify when someone might need first aid.</li> <li>*Understand the concept of an emergency and know who to contact in an emergency.</li> <li>*Understand some simple rules about staying safe near water and road safety.</li> <li>*Recognise feelings which are linked to not feeling safe.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>* Recognise those we can trust with our special possessions, information or feelings.</li> </ul>
<p>Mr Wolf's Pancakes</p> 					
<p>Tree – Britta Tekkentump</p> 					



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