

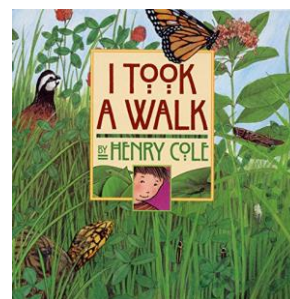
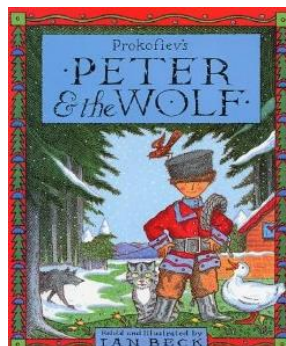


## YEAR R / SPRING 1

### Traditional Stories and Nature Fact Finding

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<ul style="list-style-type: none"> <li>✓ Begin to stay on task during adult directed activities</li> <li>✓ Apply and show the skills and knowledge I have learnt during my choose time</li> <li>✓ Begin to seek self challenge in areas of the classroom that pose more difficulty</li> </ul>	<b>LEARNING TO LEARN</b>	<ul style="list-style-type: none"> <li>✓ Continue to use different parts of the classroom for different things and venture into new areas</li> <li>✓ Find ways to tackle day to day problem independently using resources available</li> <li>✓ Ensure we are always ready for learning by giving our best attention and engaging in our tasks</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<ul style="list-style-type: none"> <li>✓ Engage in all learning whether it seems 'easy' or 'hard' with a positive mind-set of "I could be good at this!"</li> <li>✓ Ask for support when we need help</li> <li>✓ Begin to make predictions about what "could" happen and learn from outcomes</li> </ul>	<b>SOCIAL INTELLIGENCE</b>	<ul style="list-style-type: none"> <li>✓ Be able to discuss the emotions of others in the stories we read and identify what actions characters could take</li> <li>✓ Begin to understand all families are different and this is ok!</li> <li>✓ Work well with others and begin to find compromises with our friends</li> </ul>

## THE PRIME AREAS OF LEARNING

### COMMUNICATION AND LANGUAGE, PHYSICAL DEVELOPMENT, PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Opportunities to develop the prime areas of learning run throughout the curriculum via an enabling environment in adult led, child initiated and outside learning as well as through all other times of the day such as social time, following routines and carpet time etc. They will be taught with individual focus on a cohort/individual needs basis. DIRECT LEARNING WILL TAKE PLACE VIA:

- ✓ No Outsiders – focus on being confident in who we are, and that we do not always need to “fit in” using the text “The Blue Chamelon” by Emily Gravett.
- ✓ Safer Internet Day – We will use the story of Smarty the Penguin to learn what to do when things go wrong when we are using computers, tablets and mobile phones
- ✓ Families and Care – We will look at a range of different immediate family types, and talk about our own families and how they may be different to our friends. (If you feel this could be a trigger for your child – please do get in touch.
- ✓ This half term we will also meet our Learning 2 Learn friend “Oogie Owl” and will start to learn about how to be responsible – especially taking responsibility for our actions



<b>LITERACY</b>	<b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>✓ Understand the difference between 'fiction' and 'non-fiction' and use the vocabulary correctly</li> <li>✓ Listen to fiction and non fiction texts and talk about them</li> <li>✓ Begin to show our understanding of fiction and non fiction by recording our knowledge in pictures and writing</li> </ul>
	<b>WORD READING</b>	<ul style="list-style-type: none"> <li>✓ To begin to speedy read simple VC and CVC words (especially those that repeat in the text)</li> <li>✓ To continue to spot digraphs and trigraphs in words and read them in whole words</li> <li>✓ To continue to read short phrases and sentences by sounding out</li> <li>✓ To become more familiar with commonly used tricky words (red words)</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>✓ Continue to form lower case letters accurately</li> <li>✓ Continue to apply known digraphs and digraphs to attempt more complex words</li> <li>✓ To begin to orally rehearse and then write short captions and phrases</li> <li>✓ To begin to use adjectives in writing</li> <li>✓ To begin to write with increased independence and with less modelling by an adult</li> </ul>

<b>MATHEMATICS</b>	<b>NUMBER</b>	<ul style="list-style-type: none"> <li>✓ To explore the numbers 6,7 and 8 paying attention to their composition and the ways in which they can be made and separated</li> <li>✓ To begin to combine two groups of objects to find a total</li> </ul>
	<b>NUMERICAL PATTERN</b>	<ul style="list-style-type: none"> <li>✓ To match numbers using different representations and understanding their value is still the same.</li> </ul>
	<b>MEASURE, SPACE AND SPATIAL THINKING</b>	<ul style="list-style-type: none"> <li>✓ To compare and order items according to their mass and using the correct vocabulary to describe them</li> <li>✓ To compare and order items according to their length and using the correct vocabulary to describe them</li> <li>✓ To measure and compare periods of time in simple ways</li> </ul>



<b>PHYSICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>✓ To develop rolling a ball to a target</li> <li>✓ To develop stopping a rolling ball</li> <li>✓ To develop accuracy when throwing to a target</li> <li>✓ To develop dribbling a ball with your feet</li> <li>✓ To develop kicking a ball</li> <li>✓ To copy and create shapes with your body</li> <li>✓ To be able to create shaped whilst on apparatus</li> <li>✓ To develop balancing and taking weight on different body parts</li> <li>✓ To develop jumping and landing safely</li> <li>✓ To develop rocking and rolling</li> <li>✓ To copy and create short sequences by linking actions together</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>✓ Explore loud and soft sounds on a variety of percussion instruments</li> <li>✓ Respond to sudden changes of dynamics in listening examples</li> <li>✓ Use movement to match loud sounds with high energy movement and soft sounds with low energy movement</li> </ul>

<b>UNDERSTANDING THE WORLD</b>	<ul style="list-style-type: none"> <li>✓ To use a range of tools such as the internet and books to find out about new plants, animals and insects in the natural world that we have not heard of before</li> <li>✓ To understand the use of the terms “diurnal” and “nocturnal” and sort animals into these categories</li> <li>✓ To discuss the seasons and observe the changes in the weather</li> <li>✓ To talk about the difference between materials and observe changes that can take place during experiments using ice</li> </ul>
<b>EXPRESSIVE ART AND DESIGN</b>	<ul style="list-style-type: none"> <li>✓ To listen and respond to music by creating story lines to match the mood and tone of what we can hear</li> <li>✓ To use ICT to create simple representations linking to nature</li> <li>✓ To explore colour mixing to make lighter and darker shades for effect</li> <li>✓ To explore using pastel and Brush O Dye to create wildlife scenes</li> </ul>