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| **What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?** | | |
| **Communication & Language**  Listen carefully in a range of situations and is aware of the importance of listening  To listen to longer stories in a group of up to 12 children.  To know rules of listening – sit still, look at the person speaking, think about the words and wait for your turn to speak.  To join in with repeated refrains in rhymes and stories.  **Understanding**  To understand questions such as who; why; when; where and how  To begin to understand humour, e.g. nonsense rhymes, jokes  To follow a story without pictures or props  To listen and respond to ideas expressed by others in conversation or discussion  To understand concepts **Position:** first, second, third, fourth, in between **Size:** tall, large, long short  **Other:**  go/start; loud; quiet; heavy; soft; fast; hot; cold hard; slow; light (weight);  To follow instructions containing 4 information carrying words.  To respond to how and why questions. To learn new vocabulary (tier 2 words)  **Speaking**  To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  To make comments about what they have heard and ask questions to clarify their understanding.  To explore the meaning and use new vocabulary.  To use language to imagine and recreate roles and experiences in play situations.  To introduce a storyline or narrative into their play.  To use talk to organise, sequence and clarify thinking, ideas, feelings and events | **Physical Development**  **Fine motor**  To hold a pencil correctly in a dominate hand and uses anticlockwise movements and retraces vertical lines to form recognisable letters.  Uses simple tools to effect changes to materials  To use scissors to cut out shapes.  To use cutlery to pick up, scoop, spread and cut.  To choose and explore appropriate tools for simple practical tasks.  **Gross Motor**  PE  To jump and hop for a set distance without losing balance.  To improve accuracy of throwing.  To catch different sized balls.  To be able to change direction when travelling at different speeds.  Swimming  To voluntarily place face in water.  To float independently on front or back.  To safely enter and exit the pool with support then independently.  To jump into pool with support then independently.  Can retrieve objects from the bottom of the pool. | **Personal, Social & Emotional development**  **Jigsaw unit – Healthy Me**   * To know exercise keeps my body healthy * To understand how moving and resting are good for my body * To know which foods are healthy and not so healthy and can make healthy eating choices. * To know how to help myself go to sleep and understand why sleep is good for me * To wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. * To know what a stranger is and how to stay safe if a stranger approaches me   **RE - Why do Christians put a cross in an Easter garden?**  Recognise and retell stories connected with celebration of Easter  Say why Easter is a special time for Christians  Talk about ideas of new life in nature  Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature  Talk about some ways Christians remember these stories at Easter.  • |
| **Literacy -**  **Genres -narrative poems non-fiction (recount and information)**  **Reading**  To sequence 4 pictures from a well-known story.  To describe characters and settings.  To consider how a character might feel at key points in the story.  To consider a character’s nature.  To consider how the main character might behave and feel at key points in the story  To anticipate (where appropriate) key events in stories.  To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  To read a few common exception words  **Writing**  To write their first name (and surname)  To write recognisable letters, most of which are correctly formed.  To spell words by identifying sounds in them and representing the sounds with a letter or letters.  To write sentences that can be read by themselves and others. | **Spring 1 (Reception)**  **Dangerous Dinosaurs**  Children will be taught about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today  **Puddles & Rainbows**  Children will be taught about the weather that happens during spring and allowed to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world. | **Maths - White Rose – Building 9 & 10 To 20 & beyond NCETM - Rec weeks 11-16.**  To represent numbers to 20 in different ways.  To count out up to 20 objects from a larger set.  To order numbers to 20.  To know 1 more and 1 less than a number from 1 to 10.  To compare quantities to 20.  To add by combining 2 groups and finding out how many altogether.  To explore number bonds to 10.  To name and describe 3D shapes.  To create ABB, AAB, AABB, AABBB patterns.  To compare and order the length and height of two to three objects and use and understand the language tall, taller, tallest, long, longer, longest, short, shorter and shortest. |
| **Understanding of the world**  To identify common features for different groups of animals, including wild and domestic animals.  To know different animal groups have some common body parts, such as birds have wings and fish have fins.  To know animals eat different kinds of food, including other animals, plants or both animals and plants. To know carnivores are animals that eat other animals and herbivores are animals that eat plants.  To input simple instructions to technological toys, including floor robots and onscreen sprites. To use age-appropriate software independently. To navigate to find digital content, in digital folders and online, with supervision To talk about things that people do on digital devices, such as playing games, communicating with others and watching online videos.  To explore and describe electrical and non-electrical light sources.  To make a shadow bigger or smaller using toys, play equipment and a light source. To know a shadow is the same shape as the object that makes it and shadows change during the day.  To make and use simple maps in their play to represent places and journeys, real and imagined. To know a map is a picture or drawing of an area of land or sea.  To explore and talk about materials which are waterproof.  Describe simply how weather changes as the seasons change. To know in Spring we have all types of weather.  To describe some ways that plants or animals should be cared for in order for them to survive.  To represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.  .**To know**   * Dinosaurs are prehistoric animals that lived millions of years ago. * Some prehistoric animals, including dinosaurs are extinct. * Dinosaur remains are called fossils. * A palaeontologist is a scientist that studies fossils. * Dinosaurs laid eggs | **Phonics**  To read single-letter Set 1 sounds and 10 digraphs sh, ch, qu, th, ng, nk ll, ff, ss, zz.  To read special friends ay ee igh ow oo oo ar or ir air ou oy  To read words consistent with their phonic knowledge by sound-blending.  To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.    To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.    Parents – How to say the sounds (click on link)  https://schools.ruthmiskin.com/training/view/tzgrE0pK/nY5ZSo47 | **Expressive Arts & design**  **Music – Charanga**  Listen and responding to different styles of music  Sing along with nursery rhymes and action songs   * Old Macdonald * Incy Wincy Spider * Baa Baa Black Sheep * Row, Row, Row Your Boat * The Wheels On The Bus * The Hokey Cokey * Sing and play instruments within a song.   Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs.  Share and perform the learning that has taken place  Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.  To draw or paint a place from observation or imagination. (landscape.)  Make simple prints using a variety of tools, including print blocks and rollers.  Retell stories and narratives through role play and small world play, using some key vocabulary.  Share their creations with others, explaining their intentions and the techniques and tools they used.  To use natural materials and loose parts to make 2-D and 3-D art. |