

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Lens	Society						Landscape/Climate					
Topic	People Who Help Us						Plants					
Topic Focus	People who help us in our community - teachers, doctors, vets, police officers, fire service						Vegetables, Parts of a plant, What plants need to grow, Growing our own plants, Easter, Passover Role play area ideas- Garden centre, florist, farmers market,supermarket					
Hooks Visits	Fire service visit Occupation's workshop (February - MHI hall)						Picnic to discuss different types of food and to elicit children's understanding of where food comes from. Visit to Dollis Brook					
Role Play Area	Inside – doctors, vets, police station, classroom						garden shop					
Literacy Core Books	People Who Help Us	The three Little Pig	Let's Meet a Firefighter	Supertato			Oliver's Vegetables	The Enormous Turnip	How a seed grows			The Sleepy Bumble Bee
Spelling	I, she, he, the						I, she, he, the					
Spine Books	The Gruffalo, Aliens love underpants, Out and About, Jack and the Beanstalk, The very hungry caterpillar						The Ugly Duckling, Elmer, All Join in, Mog the Forgetful Cat					
Reading & Comprehension Word Reading (Phonics)	Read Write Inc. Phonics / RWI assessments To know sounds to read, make and write c.v.c words. To begin to know and read sight words Homework – Children take home 1 sharing book and appropriate RWI homework Spine books displayed in the class library and read to children throughout the term.						Read Write Inc. Phonics / RWI assessment To know sounds to read, make and write c.v.c. words. To begin to know and read sight words Homework – Children take home 1 sharing book and appropriate RWI homework Spine books displayed in the class library and read to children throughout the term.					
Nursery Rhymes	A sailor went to sea	Chinese New Year song	Little Engine	I am a Firefighter	Five little ducks	Five little heroes	1,2,3,4,5 Once I caught a fish alive	It's raining, it's pouring	Ring a ring o' roses	Mary had a Little Lamb	Round and round the garden	Mary, Mary quite contrary

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Lens	Society						Landscape/Climate					
Topic	People Who Help Us						Plants					
Personal, Social and Emotional	<p>To build constructive and respectful relationships (ongoing).</p> <p>Listening to others and asking appropriate questions Continue to reinforce rules and routines in the classroom and in the school. Begin to develop sense of responsibility and membership for their class and wider school community Structured time tables with flexibility for children to make independent choices. Self-regulation, self-help skills – using strategies to moderate their own feelings. Timetabled routines and use of visual timetable to promote overall health & wellbeing.</p>						<p>To know and talk about the different factors that support their overall health and wellbeing (ongoing). – healthy eating, recycling, planting vegetables</p> <p>Listening to others and asking appropriate questions Continue to reinforce rules and routines in the classroom and in the school. Begin to develop sense of responsibility and membership for their class and wider school community Structured time tables with flexibility for children to make independent choices. Self-regulation, self-help skills – using strategies to moderate their own feelings. Identify feelings using colours. Use some strategies to move through feelings. Timetabled routines to promote overall health & wellbeing.</p>					
Writing	<p>Most / all children can independently write their full name. Use grapheme phoneme knowledge and word recognition skills to write. cvc words related to the book of the week and during child-initiated play. Some children write simple sentences with / without adult support. Weekly guided writing sessions.</p>						<p>All children to independently write their full name using a capital letter to begin and lowercase letters for all the others Use grapheme phoneme knowledge and word recognition skills to write cvc words related to the book of the week and during child-initiated play. An increasing number of children write simple sentences with / without adult support. Increased frequency of individual guided writing sessions.</p>					

<p>Communication and Language</p>	<p>Teacher to continue to promote and model active listening. Develop an increasing range of social phrases. New vocabulary introduced via objects, pictures and photographs. Vocabulary display updated and used weekly. Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters. Teachers ask open questions. Children have opportunities throughout the day to read and share fiction & non-fiction books from the class library. Story time at the end of the day Adults make eye contact and speak at children’s level to support communication.</p>	<p>Teacher to continue to promote and model active listening. Develop social phrases – Good morning, Good afternoon etc. Increasing vocabulary introduced via objects, pictures and photographs with words. Vocabulary display updated and used weekly. Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters. Teachers ask open questions. Children have opportunities throughout the day to read and share fiction & non-fiction books from the class library. Children differentiate between fiction and Non-Fiction books Story time at the end of the day and at different points in the day.</p>
--	--	--

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Lens	Society						Landscape/Climate					
Topic	People Who Help Us						Plants					
Mathematics Power Maths	Unit 9 Addition to 10	Unit 10 Measure (Length, height and weight)	Unit 11 Number Bonds within 10	Unit 12 Subtraction			Unit 13 Exploring patterns	Unit 14 Counting on and counting back	Assessments	Assessments		
Soft start	writing numbers											
Understanding of the World	<p>To talk about members of their immediate family and community. To draw information from a simple map Focus:</p> <ul style="list-style-type: none"> • People who help us in our community - teachers, doctors, vets, police officers, fire service • People who help us at home. <p>To understand the effect of changing seasons on the natural world around them. (ongoing) Daily teaching of weather conditions using weather chart, days of the week, date and year Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. To explore a range of textures Investigation focus: Sensory exploration of touch, smell, sight, taste and sound</p>						<p>To explore the natural world around them. To describe what they see, hear and feel whilst outside. To talk about and describe changes that happen over a period of time.</p> Focus: <ul style="list-style-type: none"> • Vegetables • Parts of a plant, • What plants need to grow • Growing our own plants • Roots, Shoots, blossom, daffodils • roots vegetables carrots, turnips, parsnips <p>To understand the effect of changing seasons on the natural world around them. (ongoing) Daily teaching of weather conditions using weather chart, days of the week, date and year Investigation focus: Sensory exploration of touch, smell, sight, taste and sound. Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Investigation focus 1: Observing seasonal changes – trip to Dollis Brook Investigation focus 2: Changes in matter – Making fruit juice / ice lollies</p>					

<p>Physical Development</p>	<p>Develop overall body strength, coordination, balance and agility through gross motor skills activities. Some children confidently using the tripod pencil grip to develop a fast and accurate handwriting style. Children to regularly access the outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>	<p>Continue to develop overall body strength, coordination, balance and agility through gross motor skills activities. Develop fine motor skills to using an increasing range of tools competently. Most children confidently using the tripod pencil grip to develop a fast and accurate handwriting style. Ensuring all children access the outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>
<p>Expressive Art & Design</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Make use of props and materials when role playing characters in familiar narratives and stories. Develop their own ideas and then decide which materials to use to express them. Play a range of musical instruments with increasing control. Construction (EAD & C&L): plan, design, materials, evaluate, construct</p>	<p>Explore an increasing range of materials freely, to develop their ideas about how to use them and what to make. Talk about what they have made and why /What it shows Children confidently planning and creating; using their own ideas or with provided stimulus. Make use of props and materials when role playing characters in narratives and stories and confidently retell a story from beginning to the end. Play an increasing range of musical instruments with increasing control.</p>
<p>Computing</p>	<p>Continuous provision – children use online programmes, computer apps and technology to explore, enhance knowledge, solve problems and produce creative outcomes across areas of the EYFS Curriculum e.g. telephone in the vets, etc.</p>	<p>Continuous provision – children use an increasing range of online programmes, computer apps and technology to explore, enhance knowledge, solve problems and produce creative outcomes across areas of the EYFS Curriculum e.g. writing tools on interactive whiteboard etc.</p>