

Possible texts:



Personal, Social and Emotional

Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made. Children provided with lots of opportunities to play with others and make friends with other children.

Children discussing the rules and knowing right from wrong.

Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time.

Challenge

Never giving up

Setting a goal

Obstacles and support

Flight to the future

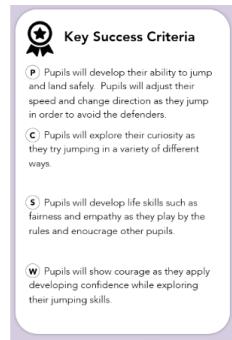
Footprint awards

Physical

Continue to develop:

- pencil grip
- scissors skills
- letter formation
- drawing

Real PE



Communication and Language

Model conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.

Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.

Lots of opportunities to talk during carpet time, group tasks, playing, and general discussions.

Adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.

Expressive Arts

Show a range of instruments and have them in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.

Model how to use equipment safely.

Roleplay area

Creative area with resources for children to create and build from.

Stories read as a class

Small world area available to children

Termly Overview

Puffins

Spring 1

‘People who help us’

Mathematics

- Alive in 5
- Mass an capacity
- Growing 6,7,8

Dot cards to subitise with

2d shapes in provision

number lines in the classroom for children to model one more and one less

Literacy

Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs.

Children moving onto hearing end sounds once ready.

Children moving onto CVC words once ready

Little wand: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters: dd, mm, tt, bb, rr, gg, pp, ff, longer words

Tricky words: was, you, they, my, by, all, are, sure, pure

Understanding the World

RE: Why is Easter special for Christians?

Children taught about:

- respect
- curiosity
- asking questions and why we need to learn.
- days of the week in and out of Maths lessons

Children complete practical activities, visually representing their week.

