

Spring Two

Assessment

Communication and Language		PSED			Physical Development		Maths		
Listening and Understanding	Speaking	Self-regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Number (Mastering Number)		
Understand why listening is important. Maintain attention in different contexts.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges.	Understand and follow the rules. Persevere with new activities and skills	Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Use scissors with effective grip and hand positioning. Add detail to drawings, eg. Eyelashes. To fasten clothes using buttons, zips etc. Form all letters of the jumper letter family correctly	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		
Literacy									
Phonics		Comprehension		Writing					
Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. RWInc Read red story books Read 4 double consonants	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end.	Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p>		<p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>				
Understanding the World					Expressive Arts and Design				
Past and Present		People Culture and Communities		The Natural World		Develop drawing Skills – Using different pencils, line, shading. Collage skills using different materials. Investigate papier Mache. Create collaboratively sharing ideas, resources, and skills.		Explore 3d shapes	Patterns
<p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Artefacts and Sources: Find out about everyday life in the past through artefacts and pictures. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons, including those seen in books. Talk about what is the same and different</p>		<p>Cartography: Create picture maps showing the journeys taken in the stories listened to. Complete a simple BeeBot program using a grid map or carpet squares. Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about through stories</p>		<p>Through story, learn identify the specific features of the natural and man-made world. Observe and interact with natural processes in changing state of materials when heating/cooling.</p>		<p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p>Develop storylines in their pretend play.</p>		Recognise 3d shapes. Recognise 2d shapes within the 3d shapes.	Copy and continue more complex patterns.
							<p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>		





'Be courageous, be strong, do everything in love'
1 Corinthians 16 v13-14