



Year R		Term/Topic: Spring Term <b>Cold Places</b> & <b>Growing</b>
Subject	Key end points in learning	
Literacy – Word Reading/ Comprehension	Engages in non-fiction books. Listens to and talks about non-fiction books applying new knowledge and vocabulary. Answers and asks 'why' questions about text that has been read to them. Can answer questions about the content of a book and shows an interest in reading by themselves. Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class. Fluently reads CVC phase 2 words and captions and recognises some diagraphs. Identifies rhymes. Beginning to apply knowledge of long vowels in their reading of sentences. Learn recognise, and read - oo, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure	
Literacy – Writing	Sentence structure is starting to be evident. Some phonic awareness is evident. Pupils are good at oral rehearsal. Can compose a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident.	
Maths – number & numerical pattern (SSM)	<u><b>Mastering Number</b></u> Numbers 0- 7 (6 weeks)  <u><b>Subitising</b></u> Subitise within 5 focusing on die patterns Match numerals to quantities within 5. <u><b>Counting, ordinality and cardinality</b></u> Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20. Counting- focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number. <u><b>Composition</b></u> Focus on 5. Focus on 6 and 7 as '5 and a bit'. Compare sets and use language of comparison: more than, fewer than, , an equal number to. Make unequal sets equal. <u><b>SSM</b></u> Capacity Introduction Comparing Capacity Continuing an AB and ABC Pattern Making own AB and ABC Patterns Properties of shapes.  <u><b>Mastering Number</b></u> Numbers 0- 8 (5 weeks)	



	<p><b><u>Counting, ordinality and cardinality</u></b> Focus on the 'staircase' pattern and ordering numbers.</p> <p><b><u>Composition</u></b> Focus on 7. Doubles- explore how some numbers can be made with equal parts. Sorting numbers according to attributes- odd and even numbers.</p> <p><b><u>Comparison</u></b> Focus on ordering of numbers to 8. Use language of 'less than'.</p> <p><b><u>SSM</u></b> Recognising the relationship between the size and number of units- length Begin to use units to compare length. Recognising the relationship between the size and number of units- weight Begin to use units to compare weight. Ordering events and time</p>
UTW – the natural world	<p>Takes part in simple experiments led by an adult (floating and sinking) discussing the differences in the objects. Pupils use new knowledge to classify animals therefore highlighting their similarities and differences. Understands animals have similar features to live in specific habitat. Camouflage, fur to protect from the cold etc. Makes simple predictions with support. Carries out simple set up experiment (sorting materials) that enables them to talk about similarities –classifying. Names the four seasons and talks about their differences and the impact on their lives. Take part in simple observations to identify parts of a plant. Investigate how plants grow.</p>
Computing	<p>I can talk about how my body feels when I am not comfortable with something. (PSED – link) I can select colours when painting on an iPad. I can draw pictures on the iPad. I can try the different tools that I can draw with on the iPad. I can use a touchscreen device purposefully.</p>
UTW – people, culture and communities	<p>Describes the natural landscape. Answers and asks “why” questions. Knows that the country we live in is England. Names some hot and cold countries. Knows that different countries have different landscapes. Knows about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages, and culture. Knows what a globe is and that it represents the world. Creates own map of imaginary location using basic key; tree, sea, sand etc.</p>
UTW – past and present	<p>Orders and sequences pictorial representations of their daily routines or tasks based on experience. Takes an interest in and comments on images of familiar situations from the past. Hypothesises about the function of artefacts, based on creative ideas or past experiences.</p>



<p>EAD – BI&amp;E, CWM</p>	<p><b><u>Art</u></b> I know how to mix colours accurately I know how to improve and refine my ideas I can select appropriate materials for the task set I can join different materials in different ways and show increased ability to problem solve I can use scissors and one- handed tools to create art safely and more accurately I can explore different techniques e.g. collage, print, paint, to create art.</p> <p><b><u>Digital Art</u></b> I can select colours when painting on an iPad. I can draw pictures on the iPad. I can try the different tools that I can draw with on the iPad. I can use a touchscreen device purposefully.</p> <p><b><u>D&amp;T - Animal homes</u></b> I can share my ideas. I can develop my ideas and decide which materials to use. I can create closed shapes and use these shapes to create objects. I can share my creation and explain how I made it.</p> <p><b><u>Music</u></b> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To sing or rap nursery rhymes and simple songs from memory. Songs have sections. A performance is sharing music.</p>
<p>RE</p>	<p><b><u>Why is the word God so important to Christians?</u></b> I can tell you that God created the heavens and the earth. I will learn the key events from the creation story found in Genesis 1. I will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. I will find out the story of Adam being tasked with naming animals. I will learn that many Christians try to treat God's name with respect. I will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.</p> <p><b><u>Why do Christians put a cross on their Easter garden?</u></b> <b><u>(Why is Easter special to Christians?)</u></b> I can recall the key events from Palm Sunday until Easter Day in the Christian Salvation story. I will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. I will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers. Knows that people have different beliefs and traditions that affect their lives. Knows that there is a link between stories and festivals: The Easter story, Chinese New Year – The great race.</p>



P.E (PD)	<p><u><b>Real Gym (Unit 1) Fitness</b></u></p> <p>I can explore how to make shapes and hold balance with my body. I can move safely in and around low apparatus (shape, balance and travel).</p> <p><u><b>Real Gym- Cognitive</b></u></p> <p>I can explore flight (landing techniques) and rotation (rolls).</p>
PSED	<p>I can talk about how my body feels when I am not comfortable with something, (link with computing).</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Explain the reasons of rules, know right from wrong and try to behave accordingly, Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Set and work towards simple goals.</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Identify and moderate own feelings socially and emotionally.</p> <p>Display confidence to try new activities.</p> <p>Know the importance of exercise and how to keep healthy.</p> <p>Know how to stay safe.</p> <p>Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</p>
CLL	<p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.</p> <p>Express ideas and feelings about experiences using full sentences, and begin to use past, present and future tenses with increasing accuracy.</p> <p>Showing an understanding of a broader vocabulary.</p> <p>Initiates interactions and shows an understanding of more-complex questions.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Use talk to explain how things work and why they might happen.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use the new vocabulary taught in topic in discussions and play.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>