

## CL

Can articulate their reasoning, making links. Sits and listens well during groups discussions/ story time. Responds appropriately to questions and offers responses - may need some support/ encouragement. Developing a strong sense of opinion. Will create a narrative through their play. Links statements and will stick to the theme of the conversation for longer periods without jumping topic. Uses previous experience to talk about what might happen using language from books read. Is able to explain their ideas and feelings using conjunctions such as 'because' or 'so'. May need prompting to elaborate. Uses story language in their play. Adds lots of detail to their recounts.

Circle times . Read farmer duck. Talk for writing and puppets in small world, make puppets for talk for writing stories. Book vote. Library time children give a summary of the book.

## PSED

Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Begins to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Follow two-step instructions. Discuss healthy food choices. Discuss sensible choices. Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Begin to persevere when something is challenging. Holds back & forth conversations, listening to their peers' ideas and responding appropriately. Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.

Ramadan— sharing story 'Ramadan Moon' and discussing examples of how we kind be kind and do good deeds.

Circle time—taking turns to speak and listening to child with teddy.

Story time daily—discussing feelings of characters and explaining why they felt that way, give examples of when they might feel that way and what you might do to deal with that feeling.

## UW

Children will be able to talk about stories that are set in the past and they will recognise some differences between then and now (types of furniture, types of activities, clothing etc). They will be able to sort modern stories from traditional stories. Children will be able to put pictures in chronological order (up to 3) - baby, teenager, grandparent. Draw information from a simple map. Name, understand and explain that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between the school environment and home environment. Explore and comment on the natural world around them, Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

Discuss past and present and talk about things were different.

Reflecting on our learning journeys—photos of us as babies.

Maps from the spine stories to use in the writing area, the children re-create the map from the story or look at maps in the playground. Then maps and pictures of buildings for the construction area.

Mix of activities in provision for Ramadan. Writing lists for a Ramadan celebration, Ramadan decorations.

Discuss date, season and weather daily. Observe changes to weather, its cold for the snow but its freezing cold for when there is ice.

## EAD

Creates collaboratively, sharing ideas, resources and skills with other children. Develops storylines in their pretend play. Listens attentively, moves to and talks about music, expressing how it makes them feel.

Art day—look at 'Joan Miro' and create art work in the style of him. Compare style to our last famous artist 'Mondrian'.

## Events and Books

### Where does the snow go?

Snow/Icy Weather

Pancake Day

## Spring 1

### Where does the snow go?

## PD

Able to catch and pass increasingly smaller balls. Is able to manipulate the speed / distance of a thrown object. Can use the balance bikes, trikes with competence. Good coordination and balance when walking across planks or climbing / jumping.

Has proficient pencil control - tripod grip is established and used almost all of the time.

Farm animal split puppets—fine motor skills.

Balance bikes outside and trikes.

Writing words and sentences daily in phonics, handwriting and provision.

Understanding and negotiating space outside.

Making Ramadan decorations—paper chains/ lanterns.

## Literacy

Begins to recognise some written names of peers, siblings or Mummy and Daddy. Beginning to segment to identify how many sounds are in a word. Recognise all taught single sounds including some digraphs reading phonetically decodable books with increasing confidence in word reading, their fluency and their understanding and enjoyment is developing. Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words. Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Re-read what they have written to check it makes sense (may be single word e.g. CVC). Children use writing for a wider range of purposes such as labels, captions and lists with increased independence. Children write short sentences with words with known sound-letter correspondences, some using a capital letter and full stop. Some children will be writing their own narratives. Can form some lowercase and uppercase letters correctly.

Writing about the weather, snow and ice—early writing activities.

Writing words in different media—mud, chalk, paint, water etc.

Word hunt in mud/ sand etc

Read and share a range of books linked to winter- e.g. what the ladybird heard, farmer duck.

Writing sentences about

## Maths

Say one number for each item in order to 10. To be able to represent amounts up to 10 on a tens frame. Count out up to 10 from a larger group. To be able to recognize amounts (subitise) on a dice. Can represent numbers up to 10 on my fingers. To match number to quantity up to 10, e.g. dot arrangements on a dice. Can count objects, actions and sounds up to 10. I can recall what one more or one less than a given number to 10 is. I can add and subtract with amounts to 5 independently and amount to 10 with adult support. To notice a pattern and continue.. Can compare groups of objects that are more, less or the same as 5, using language, more, fewer etc. Understands which numbers are odd and even up to 10 and why. I can share quantities up to 10 equally and explore and represent doubles up to 10. Combines shapes to make new ones, e.g. arch, bigger triangles etc. Can identify 2D shapes within 3D shapes. Can manipulate shapes using their spatial reasoning skills, including the solving of more complex jigsaws.

5—cardinality and composition

6—cardinality and composition

7—cardinality and composition

Mastering number sessions on 5, 6 and 7/ subitising.

Paper chain patterns for Ramadan