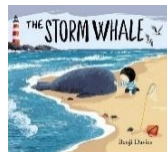
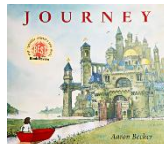
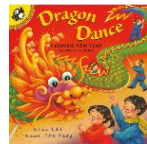
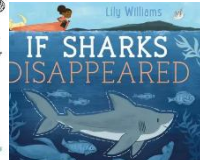
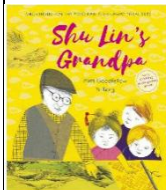


All About Curiosity (World)			
Our World	Digital World & E-Safety	China (comparison)	Our Oceans
Confident Communicators • Independent Individuals • Talented Tool Users • Brilliant Bookworms • Exceptional Explorers • Wow Writers • Masters of Maths • Amazing Athletes • Caring Collaborators • Proud Performers • Dynamic Designers			
 A Ticket Around The World Natalia Diaz	 		
<u>Drawing Club Vocabulary</u> World Country Travel Culture Language Landmark Famous China Festival Tradition Celebrate Respect Differences Dragon Chinese Castle City Mystical Curious Passageway Sneakily Capture Enchanted Ocean Marine Coast Species Problem Solution Environment Predator Whale Occupation Emotions Lonely Jellyfish Turtle Pollution Creatures Protect	<u>Talk Through Stories Vocabulary</u> Wild Nibble Wondrous Dull Grubby Soar Mighty Creep Curled Crept Memories Fading Invisible Drifted Forced Vibrant Adore Tattered Encountered Mystery Discovered Peering Unfortunately Speechless		
Our World & Environments Digital World E-Safety – Keeping Safe Online China Our Oceans			

<u>Celebrations</u> Chinese New Year Valentine's Day Pancake Day World Art Day	<u>Enrichment</u> Climate - Oceans Workshop DT – Food Technology – Pancakes DT – Food Technology – Bread Musicians Visit Wild Tribe National Trust Tree Planting   
<u>R.E (NATRE)</u> Being Special – Where do we belong? 	<u>PSHE (SCARF)</u> Keeping Safe What's safe to go onto my body Keeping Myself Safe – What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe 
Personal, Social and Emotional Development Build constructive and respectful relationships <i>Children are familiar and confident with a range of peers and adults across the Foundation Stage</i> <i>Children will begin to confidently take on different roles within play with peers</i> See themselves as a valuable individual	Communication and Language Listen <i>Listen to and talk about stories and build familiarity and understanding</i> Attention <i>Describe events in some detail. E.g. events in my own life and those from a story.</i>

Children can begin to talk about and share similarities and difference between different cultures and celebrations.

Children can use their interests to inform their play and play projects with peers.

Express their feelings and consider the feelings of others

To continue to use kind and considerate behaviours in the classroom and when working with peers.

To start to be confident in labelling and expressing feelings when talking to an adult or peer.

Show resilience and perseverance in the face of challenge

Children will begin to know that mistakes are an important part of learning and that they can go back and trial something else.

Children will become more confident in setting goals and can share these goals with other people.

Identify and moderate their own feelings socially and emotionally

Children will know where there is a safe space if needed to calm down and can return to an activity when they feel ready.

Children will know what behaviours are expected in the classroom and can follow the class rules.

Think about the perspectives of others

Children continue to discuss with other how they felt about a problem and how they have managed to overcome it.

To begin to show empathy to how someone is feeling and alter my actions in response.

Manage their own needs

Beginning to talk about different foods and how some foods are healthy and good for us such as fruit and vegetables.

Being able to dress and undress myself for PE and other times when needed.

Respond

Comment and narrate about my own and others' play and actions Introduce a storyline or narrative into my play and invite others to join Begin to understand humour. E.g. nonsense rhymes and jokes

Understand

Ask questions to find out more and check they understand what has been said

Speaking

Use talk to help work out problems, negotiate and organise thinking and activities.

Begin to use talk to explain how things work and why things might happen

Use new vocabulary in different contexts

Physical Development

Fine Motor

Use simple tools to effect changes to materials (rolling pins, imprint tools, one-handed tools)

Use scissors with one hand and the other hand holding the paper

Gross Motor

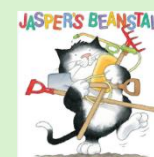
Balance on one foot or in a squat momentarily, shifting body weight to improve stability

Can navigate stairs and move across climbing equipment using alternate feet.

Roll and stop a ball with both hands.

Begin to kick a ball with elements of control.

P.E Sessions – Arena Ball Skills



Maths

Number:

Subitise to 5

Counting, Ordinality and Cardinality to 10

Composition of 6 and 7

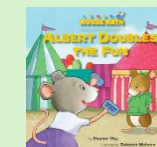
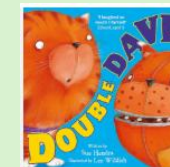
Tens Frames

Odds and Evens

One More, One Less

Equal/Not Equal

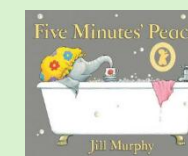
Double to 8



Pattern, Shape, Space & Measure:

Mass and Capacity

Time



Vocabulary

Subitise, make, amount, double, odd, even, more, less, capacity, time, now, then, next, equal, same, fair

Literacy

Reading

Be able to identify and experiment with continuing rhyming strings

Identify common themes within traditional tales

Explain the main events of a story and give simple descriptions of characters

Begin to ask questions about story book characters

Begin to learn key features of a book

Writing

Understanding the World

Science

Question why things happen, having own ideas.

Make observations and explain observations.

Make predictions about what might happen.

Make decisions about what to do.

Describe what they see hear and feel whilst outside.

Develop own ideas through experimentation with a range of diverse materials.

Choose appropriate materials for the job.

Form taught letters accurately and with coordinated control
Can write some 'red words' such as 'I' and 'the'.
Writing CVC, CCVC and CVCC words
Beginning to write simple phrases inspired by stories and my own ideas
Begin to include a narrative into my writing with a beginning, middle and end

Know how to use a variety of tools and equipment and how they work.

Vocabulary

Action, apart, connect, electricity, battery, materials,
experiment, try, test, ideas, explore, find out, how

Geography

Begin to use atlases and globes to find where they live/where people they have encountered in stories live.

Name, locate and talk about one other country, linked to what they have read (China/Chinese new year)

Vocabulary

Atlas, globe, find, country, information

Read, Write Inc Phonics

Children continue to practise oral blending with Fred Games.

Children will recap Set 1 special friends sh, th, ch, qu, ng, nk.

Children will become secure blending words with special friends (word time 1.5-1.6)

Children will move to paper Dittys.



Expressive Art and Design

Matisse – Collage

Piet Mondrian – Primary Colours

Jackson Pollock - Expression

CUSP Art Festival

Yayoi Kusama

Digital Art

Discussion and Evaluation

Share their creations explaining the process used

Return to and build on their previous learning, refining ideas and develop ability to represent them

Say what works well, why they are proud, please about their creation and what they might do to make it better

Create collaboratively, sharing ideas, resources and skills

Vocabulary

Materials, fixings, better, proud, idea

Becoming and Artist

Know what an art gallery is

Name 2 artists

Express opinions about artworks

Talk about colours, shapes, patterns, textures in art

Vocabulary

Art gallery, opinion, because, texture, pattern, shape,
colour names