Spring Term The Best of British – Food Glorious Food and What's in My Garden.

Communication and Language	PSED	Physical Development	Literacy
Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times and Non fiction books. Use new vocabulary in different contexts. Learn rhymes, poems and songs.	**Talk with others to solve conflicts.** **Begin to understand how others might be feeling.** *Build constructive and respectful relationships. Express their feelings and consider the feelings of others.* *Show resilience and perseverance in the face of challenge.* Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	*Read some letter groups that each represent one sound and say sounds for them.* *Read a few common exception words matched to the school's phonic programme.* *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.* *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.* *Form lower-case and capital letters correctly.*

Mathematics	The World	Expressive/Artistic Development
Link the number symbol (numeral) with its cardinal number value. *Count beyond ten.* *Compare numbers.* *Understand the 'one more than/one less than' relationship between consecutive numbers.* *Explore the composition of numbers 5-10* *Automatically recall number bonds for numbers0-5 and some 5-10.* *Select, rotate and manipulate shapes in order 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.* *Compare3 lengths, weight and capacity.* Select, rotate and manipulate shapes to develop spatial reasoning skills.	**Know that there are different countries in the world and talk about the differences they have experienced or seen in photos..** **Plant seeds and care for growing plants.** **Understand the key features of the life cycle of a plant and an animal.** **Understand the need to respect and care for the natural environment and all living things.** Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand 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 life in this country and life in other countries. **Computing Kapow**- Programming 1 Follow, give and set instructions. Learn what an algorithm is and use them in play situations. **Computer Networks 2** Explore and tinker with hardware to learn relevant vocabulary. Recognise a range of technology in home and schools, Operate an ipad or camera to take photos,	**Art – Lets Get crafty** Explore and play with a range of media to make child-led creations. Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome. Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well. **DT- Soup/Book Marks** Explore, use and refine a variety of artistic effects to express ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share creations, explaining the process they have used. **Music – Musical Stories** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.