

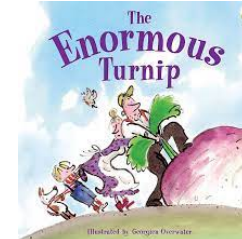
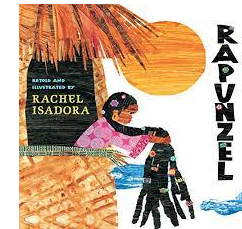
## Once Upon a Time – Spring Term 1

### Key knowledge:

- To know how to sit sensibly on the carpet
- Learn how to: Choose it, use it, Put it Away
- To understand the numeral 0
- To combine two amounts
- To introduce the numbers 6,7 and 8 and 9
- To learn a range of fairy tales and act them out
- To change endings to some fairy tales using imagination skills
- To set goals for the year and understand the phrase 'never give up'
- To learn about the artist Henri Matisse
- To learn how to hold a sentence and write a simple sentence
- To understand the concept of finger spaces
- To understand that the bible is very important to Christians
- To read fiction, non-fiction and poetry books

### Key Vocabulary

- Fairy tales - a children's story about magical and imaginary characters
- Numeral - a symbol to show a number
- Bible - Old and new testaments make up the Bible
- Finger spaces - the amount of space that needs to be left between words
- Non-Fiction - Real words
- Fiction - a story that is made up



### Prior knowledge:

I know what nocturnal/diurnal means

### Future knowledge:

I can write my first and last name

I can say my number bonds to 5


These are the objectives from the Early Years Curriculum that we will be focusing on in Spring 2025.

Communication and Language	Personal Social and Emotional development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Learn new vocabulary and use new vocabulary through the day</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Begin to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Listen carefully to rhymes and songs, paying attention to how they sounds</li> <li>Engage in non-fiction books - New life, life cycles, Growth and Seasons</li> <li>Describe events in good detail</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Play with peers and teachers, building relationships</li> <li>Share resources with friends</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Express their own feelings and consider the feelings of others</li> <li>Follow school rules and behaviour policies, understanding the reasons we have rules</li> <li>Show confidence when trying new activities</li> <li>Manage their own needs</li> </ul>	<p>We will learn...</p> <ul style="list-style-type: none"> <li>Revise the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Develop their small motor skills so that they can use a range of tools: suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> </ul>	<p>We will learn to ...</p> <ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them (set 1 digraphs and set 2 sounds)</li> <li>Read a few common exception words matched to the schools phonic programme</li> <li>Read simple sentences made up of words with known letter-sound correspondences and where necessary a few exception words</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s</li> </ul>



		<ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility</li> <li>• Combine different movements with ease and fluency</li> </ul>	
Mathematics	Understanding the World	Expressive Arts and Design	AT HOME
<p>(White Rose)</p> <p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Introducing zero</li> <li>• Comparing Numbers to 5</li> <li>• Composition of 4 &amp; 5</li> <li>• Compare Mass (2)</li> <li>• Compare Capacity (2)</li> <li>• 6,7 &amp; 8</li> <li>• Making pairs</li> <li>• Combining 2 groups</li> <li>• Length and height</li> <li>• Time</li> <li>• 9 &amp; 10</li> <li>• Comparing Numbers to 10</li> <li>• Bonds to 10</li> <li>• 3D Shape</li> <li>• Pattern (2)</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Explore the natural world around them (Winter to Spring)</li> <li>• Describe what they see, hear feel whilst outside</li> <li>• Recognise some similarities and differences between life in this country and life in other countries (Farming/ new life)</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively sharing ideas, resources and skills</li> </ul>	<p>You can help us by...</p> <ul style="list-style-type: none"> <li>• Sharing books and stories every day (Recording in reading record)</li> <li>• Discussing what we see in the world around us, for instance, while out shopping or on a walk</li> <li>• Encourage writing for different reasons, such as: shopping lists, stories, birthday cards</li> <li>• Encourage independence when going to the toilet, getting dressed, eating or tidying up (Choose it, use it, put it away)</li> <li>• Counting everyday things (steps, fruit, cups on the table) and noticing numbers around us (number on your front door, number on the bus, numbers on the remote)</li> <li>• Encourage children to cut up their own food with a knife and fork</li> </ul>





Be interested in and pose questions/find answers ...

- What is one less than one?
  - What number bonds do I know to 5?
  - What numbers can I write to 10?
  - What is my favourite book? Why?
  - What happens during Chinese New Year? How is this different/ the same to our new year celebrations?
  - What fairy tales do you know? Can you act them out?
  - What happens and the beginning, middle and end of your favourite story?
  - What character would you have in your own fairy tale?
  - Can I write my first and last name independently?
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