



Year R - Spring 1

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	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6
Themed Days		16 th Jan – Isra Wal Mi'raj		1 st – 7 th Feb – World Interfaith Harmony Week 1 st Feb World Hijab Day 2 nd Feb – World Wetlands Day		11th Feb – Safer Internet Day
TRIPS			Science museum		Winter walk	
PSHE	Topic: Dreams and Goals Challenge L.O: I can listen to others and respond to keep our play going I can solve minor problems without getting angry and by listening to others	Topic: Dreams and Goals Never give up L.O: I can be kind towards my peers and grown ups. I can start conversations with my friends and grown-ups. I have made good friendships with my peers and adults.	Topic: Dreams and Goals Setting a goal L.O: I can say and talk about what I know I can notice when my friends are feeling sad/happy etc and act accordingly	Topic: Dreams and Goals Obstacles and Support L.O: I can show love and concern for people who are special to me I can talk openly about my own needs, wants, interests and opinions. I can talk about myself in good way and talk about what I can do.	Topic: Dreams and Goals Flight to the Future L.O: I can talk about things I have seen and done I can say what I would like to do I can talk within a familiar group and share my own ideas	Assessment
	Express feelings: Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried. Manage behaviour: Understand why listening is important and attend to other people both familiar and unfamiliar. Self-awareness: Happy to stand up in assembly or in front of the class and share achievements with others. Independence: Can get dressed and undressed for nature school/ PE club sessions. Begin to show persistence when faced with challenges. Collaboration: Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.					

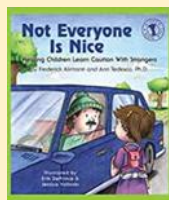
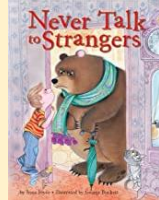
Social skills:

Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.

Jigsaw theme – Healthy Me

Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety & safety with household items, Road safety, Linking health and happiness. Also covering oral health.

Books used:



Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Coverage - re-tell religious stories making connections with personal experiences, share and record occasions when things have happened in their lives that made them feel special, recall simply what happens at a traditional Christian infant baptism and dedication, recall simply what happens when a baby is welcomed into Islam.

Communication & Language

Settling in/Transition

Building on listening skills/ showing interest in conversation.

Talking about ourselves and friends.

Reception Baseline assessment

Reception Baseline Assessment

Building on listening skills/ showing interest in conversation.

Listening:

Understand why listening is important.

Attention:

Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.

Respond:

Keep play going in response to the ideas of others and engage in conversation relevant to play theme.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

Understanding:

Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding.

Retell a story with exact repetition (T4W)

Speaking:

Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences.

Retell/create own stories for teacher scribing.

Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.

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

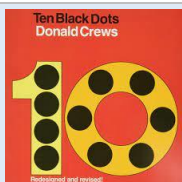
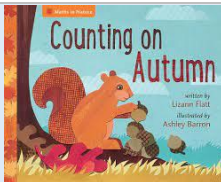
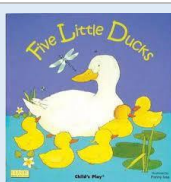
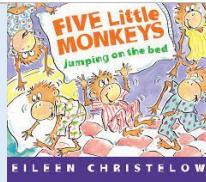
Learn new vocabulary. REVISIT/ONGOING throughout the year

Learn new vocabulary

Use new vocabulary in different contexts.

	Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.					
Physical development	Topic: Gymnastics (Key steps 1) L.O: To explore movement actions with control and link them together with flow	Topic: Gymnastics (Key steps 1) L.O: To explore movement actions with control and to link them together with flow	Topic: Gymnastics (Key steps 1) L.O: To explore gymnastic actions and shapes	Topic: Gymnastics (Key steps 1) L.O: To explore travelling on benches.	Topic: Gymnastics (Key steps 1) L.O: To explore movement actions with control, and to link them together with flow	Topic: Gymnastics (Key steps 1) L.O: To remember and repeat simple gymnastic actions with control.
	Continue to 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 spoon. Development of threading, weaving, and cutting skills. Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. 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. 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. REAL PE FOCUS					

	Creative Cog Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner REVISIT/ONGOING Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.					
Autumn 1 Literacy Texts	 + + Daily songs & nursery rhymes.					
Literacy	The Gingerbread man Tradition To make prediction and discuss key features of Traditional Tales	The Gingerbread man To order events and create a story map	The Gingerbread man Instructional Writing	Goldilocks To create a story map	Ghanaian Goldilocks Character comparisons	Reema's Ramadan Non -Fiction Informational Writing Instructional writing
	COMPREHENSION Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support. WORD READING Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words WRITING Emergent writing: Build words using letter sounds in writing. Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.					

Autumn 1 possible Maths texts	    					
Maths	Alive in 5! Introducing zero Finding 0-5 To subitise 0-5 To represent 0 to 5	Alive in 5! 1 more 1 less Composition of 4 & 5 Conceptual subitising to 5	Mass and Capacity To compare mass To find a balance To explore capacity To compare capacity	Growing 6,7,8 To find 6,7,8 To represent 6,7,8 1 more 1 less Composition of 6,7,8	Growing 6,7,8 Make pairs-odd and even To double to 8-1 To double to 8-2 To combine 2 groups	Revisit and assess
Count objects Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers Subitise – perceptual subitizing Matching and Sorting into groups same/different, colour, size, shape. Comparing amounts – equal, more than, fewer than. Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest. Exploring pattern - making simple patterns, odd one out, exploring more complex patterns. REVISIT/ONGOING Encourage chn to put objects into a line so they have a clear start and end point, actions, and sounds. Start by subitising and counting objects that are identical before moving on to slight differences e.g., size/colour, 5 frames can be used to support chn to subitise and compare numbers within 5. Show collections of objects can be sorted into sets based on attributes such as colour, size, or shape. Understand the same collection can be sorted in different ways, discover own criteria. Lining up time sorting – if you like carrots line up, if you have a sister line up Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater Specific language introduced such as tall, short, and long. Encourage using specific vocab to describe what they notice Copy, continue and create own simple repeating patterns. Provide patterns with at least 3 full units of repeat. Say the pattern aloud to help to identify the part which repeats and supports to continue. AB patterns in a range of contexts e.g., shapes, size, actions, sounds. Build patterns vertically and horizontally.						
Understanding the World	Seasonal Changes	Seasonal Changes	Materials	Materials- Investigation of suitability	Materials - Investigation of suitability	Revisit and assess
Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories. Identify features of growth and change. Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter)						



	Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps. Enquiry: Comment and ask questions about their immediate environment. Find out more about life cycles. Identify key features of a life cycle of a plant and animal, explain what plants need. Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants Deen Which stories are special and why? Coverage - talk about some religious stories, recognise some religious words, e.g., about Allah identify some of their own feelings in the stories they hear, identify a sacred text e.g., Qur'an, talk about what Muhammad SAW teaches about keeping promises and say why keeping promises is a good thing to do.					
Computing	iSafe L.O: To understand that photographs can be shared online and that permission is needed	iSafe L.O: To understand that photographs can be shared online and that permission is needed	LAPTOPS	LAPTOPS	BEEBOTS	BEEBOTS
Expressive Arts & Design	Painting and mixed media: Paint my world To explore paint through finger painting. To describe the texture and colours as they paint. To talk about their work and decide whether it is abstract or figurative.	Painting and mixed media: Paint my world To create natural paintbrushes using found objects. To use natural paint brushes and mud paint to create artwork. To talk about their work and decide whether it is abstract or figurative.	Painting and mixed media: Paint my world To respond to music through the medium of paint. To use paint to express ideas and feelings.	Painting and mixed media: Paint my world To make child-led collages using mixed media. To use loose parts to create a piece of transient art.	Painting and mixed media: Paint my world To create landscape collages inspired by the work of Megan Coyle	Revisit and assess
	Create collaboratively sharing ideas, resources, and skills Combining different media and skills. Exploration of colour mixing- Artist study – Wassily Kandinsky					



Charanga Songs:

Old Macdonald

Incy Wincy Spider

Baa, Baa Black Sheep

Row, Row, Row Your Boat

The Wheels on The Bus

The Hokey Cokey

REVISIT/ONGOING

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines through small-world or role-play

Music	Ramadan / Eid In this unit, pupils explore songs based on Ramadan and Eid, reverence trust for the almighty, empathy, faith inspired celebration Musical Focus Exploring Sounds Singing speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>We love you Ramadan</u>	Musical Focus Exploring sounds singing Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>We love you Ramadan</u>	Musical Focus Exploring Sounds Singing Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Ramadan is the month of mercy</u>	Musical Focus Exploring Sounds Singing Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Eid Saeed</u>	Consolidation GAP's	
Deen	Topic: The Five Pillars of Islam L.O: To identify The Five Pillars of Islam.	Topic: Shahadah L.O: To learn the shahadah in Arabic.	Topic: Salah L.O: To identify the names of the five daily prayers.	Topic: Sawm L.O: To learn what is fasting and which month Muslims fast.	Topic: Zakat L.O: To understand as Muslims we need to help others by giving Zakat.	Topic: Ramadan L.O: To learn why Ramadan is a special month for Muslims.

	Deen Which stories are special and why? Coverage - talk about some religious stories, recognise some religious words, e.g., about Allah identify some of their own feelings in the stories they hear, identify a sacred text e.g., Qur'an, talk about what Muhammad SAW teaches about keeping promises and say why keeping promises is a good thing to do. What times are special to us?					
Arabic	Learn to write letters with similar shapes • ب - ت • ث - ف Learn the Arabic words that associate with each letter. Learn how to count in Arabic from 1 to 10	Learn to write letters with similar shapes • ج - ح - خ • ع - غ Learn the Arabic words that associate with each letter. Learn how to ask 'What is your name?' and know how to answer in Arabic.	Learn to recognise and write the naughty letters • أ - د - ذ • ر - ز - و Learn the Arabic words that associate with each letter. Learn how to ask 'What is your name?' and know how to answer in Arabic	Recognise and write the letters • س - ش • ص - ض Learn the Arabic words that associate with each letter. Learn how to ask 'What is your name?' and know how to answer in Arabic.	Recognise and write the letters • ل - ق - ن - ي Learn the Arabic words that associate with each letter. Learn how to ask 'What is your name?' and know how to answer in	Revision of all the Arabic alphabet
Quran	Memorisation Al-Masad 1-3 Revision Al-Faatiha Al-Nas	Memorisation Al-Masad 4-5 Revision Al-Faatiha Al-Nas	Memorisation An-Nasr 1-2 Revision Al-Faatiha Al-Nas	Memorisation Al-Nasr 1-3 Revision Al-Faatiha Al-Nas	Memorisation Al-Nasr Revision Al-Faatiha Al-Nas	Revision and Assessment