

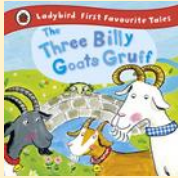
	Year R - Spring 2					
	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6
Themed Days	1st March Marie Curie – Great Daffodil Appeal (cancer Awareness) Y3 Elm Parent Performance 28th Feb tbc Ramadan begins	3rd March World Wildlife Day Book Week (theme – Wildlife? Science?) + 6th March World Book day	7th - 16th March – British Science week – Change & adapt 15th March - International Day to Combat Islamophobia	20th March – International Day of Happiness 21st March – World Poetry Day 22nd March World Water Day	Shakespeare Week Passport Day	Eid ul Fitr (tbc)
TRIPS		Natural History Museum				Farm
	PLANTING/ GARDENING/SPRING 	GROWING UP/GENERATIONS 	KEEPING HEALTHY 	FRIENDSHIPS 		EASTER 
PSHE	Topic: HEALTHY ME Display: THE HAPPY, HEALTHY ME RECIPE BOOK LO. Have made a healthy choice	Topic: HEALTHY ME LO. Have eaten a healthy, balanced diet	Topic: HEALTHY ME LO. Have been physically active	Topic: HEALTHY ME LO. Have tried to keep themselves and others safe	Topic: HEALTHY ME LO. Know how to be a good friend and enjoy healthy friendships	Topic: HEALTHY ME LO. Know how to keep calm and deal with difficult situations
	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:					

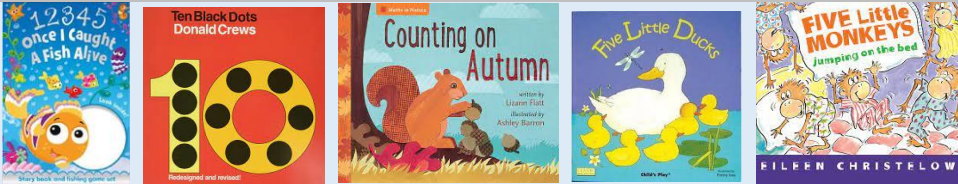
Can get dressed and undressed for nature school/ PE club sessions.
 Begin to show persistence when faced with challenges.
 Collaboration:
 Knows it is important to work together to look after our classroom resources and our school grounds.
 Can keep play going by co-operating, listening, speaking, and 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.

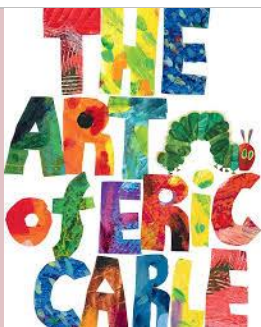
Communication & Language	Settling in/Transition	Building on listening skills/ showing interest in conversation.	Talking about ourselves and friends.	Reception Baseline assessment	Reception Baseline Assessment	Building on listening skills/ showing interest in conversation.
	Listening: Understand why listening 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 : <u>One day</u> before, after next finally good, evil, doomed, catastrophe Setting lair den hideout solution problem /challenge character plot wicked character adventure beanstalk, grow, develop weak forest enemy hero axe villain gigantic (other words for) gadgets powers Ramadan fasting Iktikaf Saum Iftar Taraweeh 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 3 Billy Goats Gruff To make prediction and discuss key features of Traditional Tales	The 3 Billy Goats Gruff To order events and create a story map	The 3 Little Pigs Instructional Writing	The 3 Little Pigs To create a story map	Supertato 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	Length, height & time To explore length To compare length To explore height To compare height	Length, height & time To talk about time To order and sequence time	Building 9,10 To find 9,10 To compare numbers to 10 To represent 9 and 10 Conceptual subitising to 10	Building 9,10 1 more 1 less Composition to 10 Bonds to 10 (2 parts)	Building 9,10 To make arrangements of 10 Bonds to 10 (3 parts) Explore 3D shapes To recognise and name 3D shapes To find 2D shapes within 3D	Explore 3D shapes To explore 3D shapes in the environment To identify more complex patterns To copy and continue patterns

				To use 3D shapes for tasks	To recognise patterns in the environment
	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	Investigate Living Things and Habitats	Investigate Living Things and Habitats	Investigate Living Things and Habitats	Investigate Living Things and Habitats	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 stages 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.				





Charanga Songs:
The Grand Old duke of York
Hickory Dickory Dock

Jack and Jill
One finger, one thumb

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	Being Thankful Pupils connect with their senses and express gratitude towards Allah (SB) Nasheed Focus I Look I See	Musical Focus Exploring Beat and tempo Nasheed Focus I look I See	Musical Focus Exploring Dynamics Nasheed Focus I look I see	Musical Focus Exploring Pitch and Dynamic Nasheed Focus Allah made every think	Musical Focus Exploring Sounds Singing Nasheed Focus Allah made every think	Consolidation GAP's
Deen	Topic: Loving our Parents L.O: To understand how to love our parents in Islam	Topic: Loving our Parents L.O: To learn the dua for our parents	Topic: Loving our Parents L.O: To learn the dua for our parents	Topic: Respect L.O: To explore why and how a Muslim should be respectful	Topic: Assessment Week	Consolidation GAPs
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. How should we look after our world?						
Arabic	Recognise and write the three forms (beginning, middle & end) • ح • ح	Recognise and write the three forms (beginning, middle & end) • ح • ح	Learn to write letters with similar shapes.	Recognise and write the three forms (beginning, middle & end) • ذ - ذ - ذ	Recognise and write the three forms (beginning, middle & end) • و - و - و	Revision and assessment

	Learn the Arabic words that associated with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	Learn the Arabic words that associated with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	• ح – ح – ح Learn the Arabic words that associate with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	Learn the Arabic words that associated with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	Learn the Arabic words that associate with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	
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