

Finding our voices; learning through play!



Week 2
The Big Book of Birds by Yuval Zommer
 How can we care for the birds during Winter?

CL: Spontaneously offer comments to whole class conversations. **Which is your favourite bird? Which birds have you seen before?**
PSED: Dress and undress for PE and forest school, knowing the correct order actions should be done.
PD: Step onto a low balance beam, with support, and then balance in position independently
L: Use writing spontaneously during their play, for example, labelling a model they have created.
M: Write and number from 1-20 using the correct digit formation. Count to 20 from 0 and back to 0 from ten numbers.
UW: Describes and observes the life cycles of different animals. **Let's find out about the lifecycles of birds.**
EAD: Work as a group with the support of a teacher to create a 3D model or structure. **Making a bird house or feeder.** Explore a wide range of mark making materials and tools. **Think about the different textures of feathers, legs, beaks, etc.**
OL: What birds can we find? What are the birds doing? Can we hear any birds? Building nests for the birds using twigs and sticks and use stones as the eggs. Making bird feeders. Ideas: threading Cheerio's onto pipe cleaners, rolling lard into bird seeds and placing them inside containers or freezing them in balls to place around the forest area. .
Key Vocabulary: lifecycle, bird, nest, egg, robin, birdwatching

Week 3
Little Red and the Very Hungry Lion by Alex T. Smith
 How can you tell your own story?

CL: Develop a love for creating and performing helicopter stories which imbed new vocabulary. **Lets perform our own Little Red riding hood story.**
PSED: Recognise and build relationships with the school's pastoral team. **We can share our stories and drawings with the pastoral team.**
PD: Skip using a rope held themselves, jumping with both feet.
L: When retelling stories, refer directly to vocabulary drawn from the original text. Make predictions based on what has been read so far, including the front cover and blurb.
M: Talk about the shapes they can see in their learning environment.
UW: Create drawn and physical versions of maps to show journey travelled personally or by characters in stories. **Can you make a map of Little Reds journey?**
EAD: Immerse themselves in creating different characters and personas when Learning Through Play. Draws bodies of an appropriate size for what they are drawing. **Create pictures and puppets of your own story characters!**
OL: Act out the story and make up our own stories.
Key Vocabulary: characters, settings, beginning, middle, end, inspiration

Week 4
The Magical Yet by Angela DiTerlizzi
 What can we do when we find something tricky?

CL: Confidently greet and express their wants and needs with an adult around school, using appropriate language.
PSED: Approach teachers when they are feeling a big emotion and talk about regulating these feelings. Ask teachers for support when working towards a goal which they are having difficulty with.
PD: When riding a balance bike, make simple turns and changes of direction by leaning body left and right.
L: Recognise the names of their teachers and other significant adults in school.
M: Create repeating patterns with three variables, using colours, shapes and manipulatives.
UW: Finds friends with similar and different interests to their own. Knows the names of and recognises members of the school's safeguarding team.
EAD: Can explain a drawing and use their knowledge of shape to influence the structure of the artwork. **Can you draw yourself doing overcoming something that you find challenging?**
OL: Challenge yourself to complete an activity you would not normally do, for example, climb a tree, build a den.
Key Vocabulary: goal, emotions, determined, change, grow, yet

Week 1
Hello Winter by Jo Lindley

CL: Use a variety of verbs in all three tenses when talking about their play and experiences out of school. **What have you been up to in holidays?**
PSED: Vary talk and behaviour based on whether they are speaking to a peer or a teacher. Set themselves a goal and talk to peers and teachers about how they intend to achieve it. **What would like to learn to do this year?**
PD: When throwing at a given target, know whether an over or underarm throw would be more effective and talk through the reasoning for this.
L: Know each sound for all 26 letters of the alphabet.
M: Subitise numbers up to 5 speedily where amounts are represented pictorially or through manipulatives.
UW: Look at the natural world in our immediate environment and talk about changes over time. **Notice changes to our outside area during Winter.** Makes predictions as to what will happen to materials when they are heated or cooled. **What will happen to the ice?**
EAD: Experiment how adding black and white can deepen and lighten a colour. Printing objects to make a pattern or picture. **Create a winter scene.**
OL: Learn about the season of winter and take a winter photo of the chosen tree to observe across the year.
Key Vocabulary: winter, feelings, frozen, snow, calm, sharing, caring.



Week 5
Ruby's Chinese New Year by Vicky Lee
 How is Chinese New Year celebrated?

CL: When engaged in a conversation, demonstrate they are listening using different strategies.
PSED: Recognise and build relationships with the school's pastoral team **Lets make cards and visit the pastoral team!**
PD: Experiment with different balances and use them in dance routines. **We will be learning a Dragon Dance!** Write and draw in different directions, including curves and angles, to promote dynamism. **Can you explore writing Chinese letters and words?**
L: Sound out and attempt to blend key and newly introduced vocabulary around the classroom.
M: Talk about the shapes they can see in their learning environment.
UW: Talk about events and celebrations, included religious, which they observe and how.
EAD: Choose instruments/sounds for their own imaginative purposes, e.g., a shaker to represent rain. a drum to represent a dinosaur. **What instrument would best represent each animal?**
OL: Take water down to forest school in a watering can. Model making our own mud paint by mixing soil and water into a cup/ container and then use the paint brush to paint and write our name.
Key Vocabulary: race, dragon, celebration, tradition, lantern, new year, China

Phonics

Week 1: Introducing, reading, and applying the /sh/, /ch/ and /th/ digraphs. Revisiting the tricky words taught during Autumn 2. Consolidating learning from the last week of Autumn 2.
Week 2: Introducing, reading, and applying the /ng/, /ai/ and /ee/ digraphs. Reading, spelling, and writing the tricky word 'they'. Consolidating last week's new learning.
Week 3: Introducing, reading, and applying the /igh/, /oa/ and /oo/ digraphs (/oo/ both long and short sounds). Reading, spelling, and writing the tricky word 'her'. Consolidating last week's new learning.
Week 4: Revisit and consolidate all learning from the first three weeks of this term. Ensure children can recognise, read, and apply each of the newly learnt digraphs. Consolidating last week's new learning.
Week 5: Revisit and consolidate all learning from the first three weeks of this term. Ensure children can recognise, read, and apply each of the newly learnt digraphs. Reading, spelling, and writing the tricky word 'all'.
Week 6: Revisit and consolidate all learning from Spring 1.

PSHE
Healthy Bodies

Week 1: Handwashing and Germs
Week 2: Hygiene and Self-Care
Week 3: Healthy Teeth
Week 4: Healthy Food
Week 5: Healthy Bodies
Week 6: Sun Safety

Music

Bird-spotting: Cuckoo polka, Up and down

Week 1: Imitate birdsong using vocal play
Week 2: Active listening to *Cuckoo polka* by Johann Strauss 11
Week 3: Free, imaginative movement to Ralph Vaughn Williams's *The lark ascending*
Week 4: Higher and lower
Week 5: Flying up and flying down
Week 6: Climbing up and rolling down

Physical Education
Fundamental Movement – Catching

Week 1: To be able to understand the correct catching technique.
Week 2: To be able to understand why we catch.
Week 3: To be able to apply the correct catching technique to different shaped objects.
Week 4: To be able to apply the correct catching technique whilst moving.
Week 5: To be able to apply the correct catching technique within a game scenario.
Week 6: To be able to apply the correct catching technique within another game scenario.

Religious Education
What is Easter?

Week 1: To talk about hopes and goals for the year ahead, and to set personal targets.
Week 2: To acknowledge how it feels when we accomplish a goal which we have set ourselves.
Week 3: To understand how we celebrate different things and that we may celebrate the same occasion differently.
Week 4: To look ahead to Spring and state something which we are excited about.
Week 5: To know about Nowruz, the Iranian New Year, and how it is celebrated in Iran and around the world.
Week 6: To ask and answer questions about Holi, the Hindu Festival of Spring.

Magic Maths
White Rose/Mastering Number

Week 1: To recognise 1-5 without counting and composition of numbers through games.
Week 2: To use sequential numbers. And explore counting to find a total.
Week 3: To use part, part, whole models to learn our number bonds to 5.
Week 4: To explore 5 and a bit using frames and make 5 in different ways on die frame.
Week 5: Compare mass and explore capacity.
Week 6: Explore and compare length and height.

Week 6
Chicken Clicking by Jeanne Willis
 How can we keep ourselves safe online?

CL: Speak in extended sentences, with the use of conjunctions. **Can you retell the story? Why is it important to be safe online? How can we stay safe online?**
PSED: Develop relationships with a variety of peers. Use different strategies to ensure toys and equipment are shared fairly.
PD: Use a fork to hold food in place whilst the knife cuts.
L: For taught sounds, including digraphs and trigraphs, know the corresponding graphemes. End sentences with a full stop.
M: Find odd and even numbers through equal sharing and recalling prior modelling. Base estimations on known facts ("Here are 10 marbles, how many do you estimate are here?")
UW: Contributes towards keeping our school and local area free of litter and waste.
EAD: Sing in a group, matching pitch and following melody with their peers. **Learn an internet safety song.**
OL: Go on a barefoot walk, through forest school to experience the different textures and surfaces with our feet.
Key Vocabulary: internet, online, safety, chick, computer, mouse

Contextual Experiences and Additional Opportunities:

6th Jan – 13th Feb – RSPB Big School Bird Watch
 10th Feb – Safer Internet Day
 14th Feb – Valentine's Day
 17th Feb – Lunar New Year (Chinese New Year)
 17th Feb – Ramadan begins