Communication, Language and Literacy

- Writing labels and captions
- Letters and sounds
- Letter formation
- Learning poems and rhymes
- Learning new vocabulary
- Talking about what I like
- Acting out stories and rhymes
- RWI Set 1 and 2 sounds
- Role play Post office Postcards/letters Travel agents, Market role play
- Fiction/non-fiction texts
- Story sacks from SLS Handa surprise
- Invitations for tiger to come to tea.
- Menu for tea
- Shopping lists

Possible starting points - Stories

Handa's Surprise. There is a lion in my cornflakes

The Tiger that came to tea.

The Emperor's Egg

The Very Hungry Caterpillar Aghh Spider!

Diary of a wombat,

Elephant and the Bad Baby

Pig in the Pond

New Year/Christmas recall

Why we are special. What are we good at?

Personal, Social and Emotional Development

Developing confidence, independence and resilience

Special days, for example birthdays, Chinese New

What do we find more difficult?

Mothering Sunday 27th March

Year and why we celebrate.

Making new friends

Classroom routines

Year of the Tiger

Working with others

Our values this term are ... Respect

Mathematics

- Counting to 10, then 20 and beyond
- number rhymes
- comparing small numbers and placing on a number track
- 1 more/1 less
- Patterns
- 2D/3D shapes
- Sortina
- Writing numbers
- Using coins to pay for the daily snack/toast
- Maps Positioning
- Doubling/halving Counting stick Weighing



Why are Animals Amazing?

Aqueduct Primary Spring 1st Half PLODs - MTP

ssible Lines of Development

Expressive Arts and Design

- Experimenting with colour mixing
- Creating a class safari scene
- Exploring backgrounds and spaces
- Role play -travel agents
- Dance large and small body movements
- Experimenting with different sounds
- Learning new songs
- animal prints/mixing colours/textures/malleable materials/ Painting - different forms/small world/ Makina ice Iollies... etc
- Music: Instruments/ stories/ Rhythms/songs/keeping the beat/ composing
- Tuff Spot Cloud dough
- Zookeeper role play
- Music/Dance Drums/
- Art patterns
- Camouflage patterns and art
- Lion King music with instruments

Physical development

- GYM 1st Half
- Drawing, threading, painting
- Exploring spaces
- Balancing
- Throwing and catching
- Hoops, skipping ropes
- Practising fine motor skills
- Mark making/Letter formation
- Using equipment/movement/ball skills
- Healthy eating/practices
- Using chopsticks
- World celebrations, each class celebrates a country... REAL African Dance/Drumming
- Healthy eating Fruit salad Handa's
- Animal movements to music
- Cornflake concoctions
- Healthy lunch box for Tiger to come for tea

Links to KS1 -

Animals including humans Animals and their habitats Hot and Cold countries related to where animals live. Celebrations - RE Exploring instruments Singing rhymes

Knowledge of the world

- Where in the World -Barnaby Bear
- Holidays/Passports/Transport maps travel
- Animals and their young
- African plains
- Using a globe Animals around the world.
- Weather/Seasons/climate variations
- Animal trails/prints
- Sand play
- Cultural traditions/music/African drummina
- Chinese New Year Celebrations/Tiger - Trying food/Chopsticks/customs
- Pancake day/lent
- Using Beebots (floor robots)
- Computer pas: drawing, labelling,
- Logging on using a mouse
- Materials
- Science forces using ramps with different textures/magnets Science week March
- Forest School Patterns and change/
- Changing of environment. Weather, leaves. Stick Man by Julia Donaldson.
- Changing materials
- Creating a waterhole for African animals
- Transportation of water from destination to another
- Life cycles
- Safari
- Animals around the world
- Climates / Hibernation
- Mini Beasts
- Animal Arts and crafts
- Night and day animals
- David Attenborough
- Happy Habitats Possible trips or experiences:

Animal Man Booked 11th January









Literacy

- I will re-read what I have written to check that it makes sense (R)
- I will write shart sentences with wards with known sound-letter correspondences using a capital letter and full stap. (R)
- I will spell wards by identifying the saunds and then writing the saund with letter/s. (R)
- I will farm lawer-case and capital letters carrectly.
 (R)
- I will re-read these backs to build up my canfidence in ward reading, my fluency and their understanding and enjoyment. (R)
- I will read simple phrases and sentences made up af wards with known letter-sound carrespondences and, where necessary, a few exception words. (R)
- I will read a few camman exception words matched to the school's phanic programme. (R)
- I will read same letter groups that each represent one sound and say sounds for them. (R)

Mathematics.



- I will subilise (R)
- I will campare length, weight and capacity.(R)
- I will automatically recall number bands for numbers.
 0-10. (R)
- I will explare the campasition of numbers to 10. (R)
- I will understand the relationship of consecutive numbers for Imare/I less. (R)
- I campare numbers. (R)
- I will count beyond ten. (R)

Understanding the World



- I will recagnise same environments that are different to the one in which they live. (R)
- I will recagnise same similarities and differences between life in this cauntry and life in ather cauntries.(R)
- I will draw information from a simple map. (R)
- I will know that there are different countries in the world and talk about the differences. I have experienced ar seen in photos. (3-4)
- I will continue developing positive attitudes about the differences between people. (3-4)

Cammunication and Language

- I will engage in non-fiction backs (R)
- I will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vacabulary. (R)
- I will use new vacabulary in different cantexts. (R)
- I will use talk to help wark aut prablems and arganise thinking and activities, and explain haw things wark and why they might happen. (R)
- I will describe same events in detail (R)
- I will cannect one idea or action to another using a range of connectives. (R)
- I will articulate my ideas and thaughts in well-farmed sentences.
 (R)



Spring Term

Cycle | EYFS

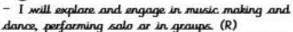
Why are Animals Amazing?

and

Can we go and Explore?

Ex

Expressive Arts and Design



 I will watch and talk about dance and performance art, expressing my feelings and responses. (R)

 I will sing in a group or an my own, increasingly matching the pitch and following the melady. (R)

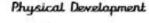
- I will explare, use and refine a variety of artistic effects to express my ideas and feelings. (R)

- I will return to and build an my previous learning, refining ideas and developing my ability to represent them. (R)
- I will create callabaratively, sharing ideas, resources. and skills. (R)



Personal, Social and Emolional Development

- I will think about the perspectives of athers. (R)
- I will identify and maderate my awn feelings.
 sacially and emationally. (R)
- I will shaw resilience and perseverance in the face of challenge. (R)
- I can express my feelings (R)



- I will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (R)
- I will develop averall bady-strength, balance, coardination and agility. (R)
- I will canfidently and safely use a range of large and small apparatus indoors and autside, alone and in a group. (R)
- I will cambine different movements with ease and fluency. (R)
- I will develop their small mater skills so that they
 can use a range of taals competently, safely and
 canfidently. Suggested taals: pencils for drawing and
 writing, painthrushes, scissors, knives, forks and
 spaans. (R)
- I will develop the averall bady strength, caardination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (R)