

## 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



## Personal, Social and Emotional Development

- Making new friends
- Classroom routines
- Working with others
- Developing confidence, independence and resilience
- Special days, for example birthdays, Chinese New Year and why we celebrate.
- Year of the Tiger
- Mothering Sunday 27<sup>th</sup> March
- New Year/Christmas recall
- Why we are special. What are we good at?
- What do we find more difficult?
- 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
- Sorting
- Writing numbers
- Using coins to pay for the daily snack/toast
- Maps - Positioning
- Doubling/halving
- Counting stick
- Weighing



## 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 drumming
- Chinese New Year - Celebrations/Tiger - Trying food/Chopsticks/customs
- Pancake day/lent
- Using Beebots (floor robots)
- Computer pgs; 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 11<sup>th</sup> January



# Why are Animals Amazing?

Aqueduct Primary  
Spring 1<sup>st</sup> Half  
PLODs - MTP

Possible 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/ Making ice lollies... 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 - 1<sup>st</sup> 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 surprise
- Animal movements to music
- Cornflake concoctions
- Healthy lunch box for Tiger to come for tea

## Literacy



- I will re-read what I have written to check that it makes sense. (R)
- I will write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (R)
- I will spell words by identifying the sounds and then writing the sound with letter/s. (R)
- I will form lower-case and capital letters correctly. (R)
- I will re-read these books to build up my confidence in word reading, my fluency and their understanding and enjoyment. (R)
- I will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (R)
- I will read a few common exception words matched to the school's phonic programme. (R)
- I will read some letter groups that each represent one sound and say sounds for them. (R)

## Mathematics



- I will subitise. (R)
- I will compare length, weight and capacity. (R)
- I will automatically recall number bonds for numbers 0-10. (R)
- I will explore the composition of numbers to 10. (R)
- I will understand the relationship of consecutive numbers for more/less. (R)
- I compare numbers. (R)
- I will count beyond ten. (R)

## Understanding the World



- I will recognise some environments that are different to the one in which they live. (R)
- I will recognise some similarities and differences between life in this country and life in other countries. (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 or seen in photos. (3-4)
- I will continue developing positive attitudes about the differences between people. (3-4)

## Communication and Language

- I will engage in non-fiction books. (R)
- I will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (R)
- I will use new vocabulary in different contexts. (R)
- I will use talk to help mark out problems and organise thinking and activities, and explain how things work and why they might happen. (R)
- I will describe some events in detail. (R)
- I will connect one idea or action to another using a range of connectives. (R)
- I will articulate my ideas and thoughts in well-formed sentences. (R)



## Spring Term

### Cycle 1 EYFS

Why are Animals Amazing?

and

Can we go and Explore?



## Personal, Social and Emotional Development

- I will think about the perspectives of others. (R)
- I will identify and moderate my own feelings socially and emotionally. (R)
- I will show resilience and perseverance in the face of challenge. (R)
- I can express my feelings. (R)

## Physical Development

- I will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (R)
- I will develop overall body-strength, balance, co-ordination and agility. (R)
- I will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (R)
- I will combine different movements with ease and fluency. (R)
- I will 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 spoons. (R)
- I will 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. (R)

## Expressive Arts and Design



- I will explore and engage in music making and dance, performing solo or in groups. (R)
- I will watch and talk about dance and performance art, expressing my feelings and responses. (R)
- I will sing in a group or on my own, increasingly matching the pitch and following the melody. (R)
- I will explore, use and refine a variety of artistic effects to express my ideas and feelings. (R)
- I will return to and build on my previous learning, refining ideas and developing my ability to represent them. (R)
- I will create collaboratively, sharing ideas, resources and skills. (R)