

Unit: Journey Over Time

Green are skills recently introduced to the children in the previous half term and need revisiting.

Spring 2

Key Drivers: Understanding the world & Communication & Language

Numeracy.

- **Daily maths.**
- **Number: addition and subtraction – number bonds to 10.**
- **Number: addition and subtraction – subtraction.**
- **Geometry: properties of shape - exploring patterns.**
- **Vocab: How many altogether? How many more? Missing part, Subtraction, Shape, colour, size patterns.**

Expressive Arts and Design.

- Different shades such as adding black & white to paint- Artist Paul Klee.
- **Continue to revisit within provision. Focus upon applying to images of the past/ Peepo and the Toy Maker/ Spring and Easter.**
- Roll, twist and cut clay into the shape that they want.
- **Continue to revisit within provision. Focus upon applying to images of the past/ Peepo and the Toy Maker/ Spring and Easter.**
- Use scissors and one-handed tools to create art safely and more accurately including playdough tools and paintbrushes etc.
- **Link to current knowledge focuses with key texts and UTW focus.**
- Use props and materials when they are role playing familiar stories.
- **Link to core texts, masks and role play materials.**
- Use characters and scripts from different stories to create my own story and talk about why they have chosen that character.
- **Role play masks, story maps from current and previous books within small world.**

Understanding the world.:

- Explore and talk about the natural world using what I know from stories/ non-fiction- **Continue via Forest school sessions.**
- Draw information from a simple map and use the correct vocabulary such as road and town/city. - **Continue outside.**
- Can start to talk about the differences in lives in other countries. Continue outside- **Comparing animals within the Arctic and desert.**
- Can describe my own environment and local area- **Recap when we walk to the Church.**
- **Mud kitchen outside, water and sand areas.**
- Can explore and observe what happens to the different states of matter.
- Can explore through play what happens to the state of matter when a different material is added such as paint mixing and mud play.
- **IWB and games linked to core texts/ finding information/ videos and photos with creations of expressive art and design focus.**
- Uses ICT hardware to interact with age-appropriate computer software.
- I understand how to stay safe online.
- **Grandparents to share their experiences and share with the class. Talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.**
- **History experience as a hook. Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts.**
- Talk about what I have heard and seen in stories and picture books and how this is different/ the same- Link to Peepo and

Journey over time.

Expressive Arts and Design. – Music

- **Charanga weekly and singing daily before lunch.**
- Sing well known songs in a group or alone and match the pitch.
- Sing to the melody of the song in a group or individually.
- Listen carefully to music and start to move to it.
- Join in with singing and dancing

Communication and language.

- Respond to what they have heard by asking questions and say what they think.
- Say what they think and explain why.
- Respond to what others say.
- Describe events, characters, and stories in some detail.
- Share their ideas in small groups.
- **Explain events that have already happened in detail.**
- **Start to use past, present and future tenses.**
- **Explain their ideas & thoughts in well-formed sentences.**
- **Ask questions to find out more information or check what they understand.**
- **WellComm twice per week.**
- **Core texts and high-quality texts- planned.**

Personal, Social and Emotional Development.

- **Check in each day on well-being board.**
- Say how others are feeling based on their expressions and actions.
- Say what they are good at and what they would like to improve.
- Show resilience and perseverance when they face a challenge.
- Sit and listen during adult focus time.
- Follow instructions with two or more parts.
- Keep on trying even when they are finding something difficult.
- Follow the school and class rules.
- Talk about the school and class rules.
- Say how they keep themselves healthy via Handwashing.
- Use words to help solve conflicts with others.
- Work well with others listening and sharing ideas.
- Show friendly behaviour in the classroom and around school.
- Developing friendships with lots of different people.
- **Say how they keep themselves healthy via exercise, diet and oral health. Dentist visit.**

Literacy. Daily RWI phonics/ Fast track tutoring.

- **The skills below will be dependent upon where the children are progressing within their RWI.**
- **Step 1: Writing simple phrases**
- Write simple words with fluency and automaticity and begin to combine words.
- Introduce the concept of spaces between words at this stage. eg. a cat, big bus
- **Step 2: Common exception and high frequency words** Red words: put, the, no, I, of, my, he, for.
- Children learn to spell simple common exception words with automaticity- following RWI.
- Children use learnt common exception words in word combinations, eg, the red hen, it is big, I am hot
- **Step 3: Dictation:**
- Once fluent with the above, children can practice application within dictated phrases. Ensure that the number of words is in line with current working memory, i.e. if working on 3-sound words, write 3-word phrases. Reinforce word spacing.
- **Link to Peepo and The Toy Maker text.**
- Recall facts from a non- fiction book and find the information from the text.
- **Nonfiction texts linked to UTW.**
- Begin to ask what words mean that have been read to me.
- Ask a question when I do not understand a word and ask what the meaning is, so

Physical development.

- **Outside daily and P.E once a week.**
- Can throw, kick, pass and catch a large ball with confidence, precision and accuracy.
- Can use a bat and hit a target by aiming.
- Can move and use both large and smaller scale equipment (building blocks etc)
- Can develop my body strength and co-ordination by being highly active every day.
- **Get Set4 P.E- Ball focus unit 2 focus.**
- Use their core muscle strength to have good posture when sitting at a table to write.
- **Handwriting in small groups as a warm up in literacy**
- Begin to form the sounds c, o, a, d, g, q correctly including the correct directionality.
- **Talk about and understand why we need to brush our teeth.**
- **Successfully brush my teeth for 2 minutes independently.**
- **Make the correct choices with how long they spend**

Vocabulary linked to Understanding the world

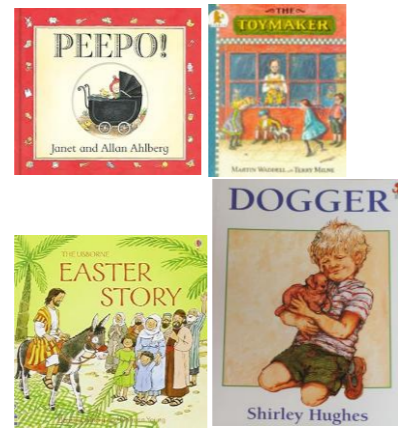
- History
- Future
- Today
- Tomorrow
- Yesterday
- First
- Next
- After
- Before
- Change
- Artefacts

Parental engagement:

- Class Dojo weekly.
- RWI portal links.
- Workshop linked to Spring.
- Daily chats on the door.
- Home learning tasks.
- Reading diary

Core texts

- Peepo
- The Toymaker
- Dogger
- When I was Young.
- Non-fiction texts linked to Spring and Easter.



Characteristics of effective learning:

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. The children use the language of this through our dinosaurs on display.

British values:

Mutual respect and tolerance: Children understand that people's lives have changed through history.

Rule of law: Children follow and respect our class rules and they are referred to often.

Individual liberty: We celebrate the fact we are all different and grandparents may have different experiences.

Democracy: Children have opportunity to choose where they would like to pursue their

Our high-quality text choices:

- Elves and the Shoemaker
- Little Red Riding Hood
- Which food will you choose?
- Oral health non-fiction



Skills to revisit within provision from Autumn term within the provision:

EAD:

- Mix primary colours together to see what colour it makes.
- **Vincent Van Gogh- Starry night to link to celebrations/ festivals.**
- Start to join materials together.

LIT/ PD:

- Use a tripod grip.

PD:

- Can develop movement (using age-appropriate bikes, scooters etc.)

UTW:

- Talk about and identify features in a temple.
- I can use magnets to show materials that are magnetic and not.

Enrichment:

Children will have opportunity to visit Forest school each week as well as being immersed into their learning. We will be having an experience linked to children's understanding of the past. We will also be visiting the Church.

Pupil premium:

Staff are aware of children that are pupil premium within their class and ensure their engagement and understanding via targeted questioning.

Outdoors:

- Mud kitchen, utensils available daily.
- Sand and water areas with tools available daily.
- Balls and bats and balls in gross motor zones.
- Construction area with large constructions, role play clothes and helmets- revisit last terms knowledge.
- Maths and literacy areas accessible with last half terms skills- Numbers to 10/ Measure. Reflecting skills in the classroom- teach, indoors and then outdoors.
- A tuff tray linked to literacy previous stories to access.
- Reading area and child interest books.
- Primary colours on glass panels to revisit last terms skills.
- Child interest small world in tyres by slate.
- Magnifying glasses in garden area.
- Junk modelling outside linked to joining materials together from Autumn term.

Wider context:

- To support children with English as an additional language we will say hello within the register in different languages.
- We will use gestures, Makaton and dual coding within the provision to help children with EAL as well as special educational needs.
- Staff are aware of children that require targeted language support, and this is delivered via the provision as well as WellComm.
- Staff play nursery rhymes before lunch in different languages.
- Workstations and sensory circuits to meet