

<p><u>Personal Social and Emotional Development</u></p> <p>SEAL with Mrs Gray (TA) PPA cover</p> <p><u>Getting on and falling out</u></p> <p>For the children to –</p> <ul style="list-style-type: none"> *Be introduced to conflict resolution *develop co-operation. *resolving conflicts *manage feeling *develop friendships 	<p><u>Communication and Language</u></p> <p>Daily Investigations from 9.40 including Free Flow Play. Daily Focus child ‘Child Initiated play’</p> <p>Observations – look, listen and note</p> <p><u>Quality conversations.</u> To analyse observations</p> <p>Planning ‘What next?’</p>	<p><u>Physical Development</u></p> <p><u>Gross Motor</u> –Upper, Mid and Fine motor dexterity groups. Children in the Upper body development are in the earliest stages -They are our intervention group Spring 1.</p> <p>Spring 1 Funky Fingers – Is a programme of activities at Easington C of E that is used as an intervention tool to further promote more focused input on identified children’s hands, fingers and grip.</p> <p><u>Coach Ailsa’s Dance skills</u></p> <p>A set of 6 incremental lessons linked to well known Traditional Tales For the children to –</p> <ul style="list-style-type: none"> *be aware of changes to their body during exercise *How does my body feel during/ after exercise? *Coordination *Spatial awareness <p>Possible - Peterlee Partnership Dance Festival</p>	<p><u>Literacy</u></p> <p><u>Sounds write</u></p> <p><u>Week 1, 2 & 3 - Unit 6</u></p> <p><u>Skills-</u> To segment, blend and manipulate sounds in words with structure CVC</p> <p><u>Knowledge</u> -Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 4, 5 & 6 - Unit 7</u></p> <p><u>Skills-</u> To segment, blend and manipulate sounds in words with structure. CVC</p> <p><u>Knowledge</u> -Some spellings are written with a double consonant</p> <p><u>Core texts</u> – Non-Fiction, Polar Region animals, Chin strap penguin, Artic fox, Polar bears, Snowy Owls, Owl Babies, Walrus and Seal, Goldilocks and the three bears. The Children’s bible The lost coin The lost sheep</p> <p><u>Rich Vocabulary</u> - Celebration, Contrasting locations, Cultural communities, Wider world</p> <p><u>Reading</u> – To continue soundwrite guided reading journey</p> <p>Possible - Easington Library visit</p>
<p><u>Expressive Arts – Music</u></p> <p>Being imaginative and Expressive</p> <p>Charanga ‘Online Music School’ – Unit 3 Everyone!</p> <p>Step 1 – We are family by sister sledge</p> <p>Step 2 – Thula Baba A south African Lullaby</p> <p>Step 3 – ABC by the Jackson 5</p> <p>Step 4 – My mum is amazing</p> <p>Step 5 – Conga by the Miami sound machine</p> <p>Step 6 – Horn Concerto no 4 by Mozart</p> <p><u>Rhymes/ Poems/ Songs</u></p> <p>When Goldilocks went to the house of the bears.</p> <p>(repeat rhymes to 5 building on prior learning to move forward to 10) 10 green bottles 10 fat sausages 10 in the bed – See While Rose Maths Spring 1</p>	<p><u>Spring 1</u></p> <p><u>Celebrations - What is a celebration?</u></p> <p>New year celebration 2022 ‘What are your hopes?’</p> <p>Chinese New Year - (Feb 1st 2022- Tiger)</p> <p>Visit to the oriental museum in Durham - (0191 334 5691)</p> <p>Mother’s day - (someone special)</p> <p>Easter Celebration</p> <p>Peterlee Partnership dance festival celebration</p> <p>Alongside children’s own interests and fascinations.</p>		<p><u>Mathematics</u></p> <p><u>Week 1,2,3 - Alive in 5!</u></p> <p><u>Number</u></p> <ul style="list-style-type: none"> *For the children to be introduced to zero *For the children to compare numbers to 5 *For the children to explore composition of 4 and 5 <p><u>Measure, Shape and Spatial thinking</u></p> <ul style="list-style-type: none"> *For the children to compare mass (2) and compare capacity (2) <p><u>Week 4,5,6. - Growing 6 7 8</u></p> <p><u>Number</u></p> <ul style="list-style-type: none"> *For the children to be introduced to 6, 7 and 8 *For the children to make pairs *For the children to combine 2 groups <p><u>Measure, Shape and Spatial thinking</u></p>
	<p><u>Expressive Arts and Design</u></p> <p><u>Creating with materials</u></p> <p>For the children to be</p> <ul style="list-style-type: none"> *For the children to explore role play *For the children to explore increasing malleable resistance- Plasticine *introduced to Ruth Thompson Local Willow Artist or Possibly Janie Dixon Local Artsit *For the children to explore Form and Function when weaving with willow withes. *For the children to be introduced to mixed media 	<p><u>Understanding the World</u></p> <p><u>Past and Present</u></p> <p>For the children to – Recognise that people have different beliefs and celebrate special times in different ways. Chinese New Year For the children to know about life in this country and life in another country – China</p> <p><u>People and Communities</u></p> <p><u>Durham Agreed Syllabus 2012 – SPRING Term</u></p> <p>For the children to know about-</p> <p><u>Special Books</u> -How holy books are treated e.g. Qur’an, Torah, Guru Granth, Sahib</p>	

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