

<p><u>Personal Social and Emotional Development</u></p> <p><u>Lucinda and Godfrey</u></p> <p>For the children to-</p> <p>*Realise that each and everyone of us is unique and special</p> <p>*Understand and accept similarities and differences between people</p> <p>*To appreciate the similarities and differences between boys and girls, including the correct names of body parts.</p> <p>*Recognise what a friend is and things that friends share</p> <p><u>RESPECT Curriculum</u></p> <p>Commando Joes – Mission 2</p>	<p><u>Communication and Language</u></p> <p><u>Daily Investigations</u> from 9.30 including inside/ outside Free Flow Play. Focusing on child initiated play and quality interactions / conversations.</p> <p><u>Core text</u> – Farmer Duck by Martin Wadell</p> <p>What the lady bird heard by Julia Donaldson, The cow that laid an egg, The Easter story.</p> <p>Non Fiction - Life Cycles – Farm animals</p> <p><u>Rhymes/ Poems/ Songs</u> - The days of the week song.</p> <p>Old MacDonald had a farm, Mary had a little lamb</p> <p>Baa Baa Black sheep (also see Charanga)</p> <p><u>Rich vocabulary</u> starting points - Life, cycle, Observation, Familiar plants, Natural world, Touch, Smell, Hear, born, growth, death...</p> <p><u>Memorable experience</u> – Hall Hill Farm 6th April 2022</p> <p><u>Local visit</u> – Easington Colliery Library</p>	<p><u>Physical Development</u></p> <p>For the children to-</p> <p>* be aware that eating a variety of healthy food helps us to look after our bodies.</p> <p><u>Coach Francesca's - Gymnastics skills</u></p> <p>A set of 6 incremental lessons focusing on -</p> <p>*Balance</p> <p>*Agility</p> <p>*Core strength</p> <p><u>RESPECT Curriculum</u></p> <p>Commando Joes – Mission 2</p> <p><u>Bikability Balance bikes</u> Durham Co Council – April</p> <p>X 3 days</p>	<p><u>Literacy</u></p> <p><u>Sounds write</u></p> <p>Week 1, 2 & 3</p> <p><u>Unit 8</u></p> <p>Skills - To segment, blend and manipulate sounds in words with structure, VCC & CVCC *2 consonants in final position</p> <p>*3 & 4 sound words *No new code knowledge</p> <p>Week 4, 5 & 6</p> <p><u>Unit 9</u> Skills - To segment, blend and manipulate sounds in words with structure CCVC (Continuants) CCVC (non – continuants)</p> <p>*2 Consonants in initial position *No new code knowledge</p> <p><u>Reading</u> – To continue sounds write guided reading journey</p> <p><u>Guided writing-</u></p> <p><u>For the children to-</u></p> <p>*Form lower-case and capital letters correctly.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><u>Adult led focus</u></p> <p>•Create a story map with the children.</p> <p>•Once the children are familiar with the story, use these Speech Bubbles to add speech to the story.</p> <p>•As a group, write a list of animals that might be found on a farm.</p> <p>•Take the children on a trip to the local farm.</p> <p><u>Project</u> - Model writing a simple letter with the children. This could be from the farmer to the duck, saying sorry for being unkind. Then the children, with adult guidance to write their own letter to say sorry.</p> <p><u>Daily sounds write</u> guided writing/ letter formation and Dictation</p>
	<p><u>Spring 2</u></p> <p><u>New Life</u></p> <p>What is a life cycle?</p> <p>Mother's day - (someone special)</p> <p>Easter Celebration</p> <p>Alongside children's own interests and fascinations.</p>		

<p><u>Expressive Arts – Music</u></p> <p><u>Being imaginative and Expressive</u></p> <p>Charanga 'Online Music School'</p> <p>For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p><u>Unit 4 Our World</u></p> <p>Step 1 – Lovely day by Bill Withers</p> <p>Step 2 – Beyond the sea sung by Robbie Williams</p> <p>Step 3 – Mars from the planets by Gustav Holst</p> <p>Step 4 – Frogs Legs and Dragons teeth by Bellowhead</p> <p>Step 5 – Ain't know mountain high enough</p> <p>Step 6 – Singing in the rain sung by Gene Kelly</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Creating with materials</u></p> <p>*For the children to explore increasing malleable resistance- Plasticine</p> <p>*What is weaving?</p> <p>*To be introduced to the pattern and language of weft and warp, under and over to be able to weave.</p> <p>*To be able to explore mixed materials to weave into large scale hoops</p> <p>*Introduced to Ruth Thompson, Northumberland, Local Willow Artist 01661 842074, info@sylvanskills.co.uk – good website with images of willow sculptures The Gruffalo, Brum...</p> <p>or Possibly Janie Dixon Local Artist – Plus other Artistic Images that work with Willow to create 'forms'.</p> <p>*For the children to explore Form when weaving with willow withes from the EYFS outdoor space.</p> <p>*For the children to be introduced to mixed media</p>	<p><u>Understanding the World</u></p> <p><u>Past and Present</u></p> <p>For the children to-</p> <p>*Recognise some environments that are different to the one in which they live – Farm - Natural</p> <p>*Explore the natural world around them.</p> <p>*Describe what they see, hear and feel whilst outside - Animals</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> <p><u>Special people</u> - Jesus is special to Christians, stories Jesus told (e.g. The lost coin, lost sheep)</p> <p><u>Special times</u> - <i>Easter story</i>, How Christians celebrate in church e.g. singing, hymns and prayers</p> <p><u>Miss Swan – The Natural World</u></p> <p><u>Spring 2</u></p> <p>For the children to be given the opportunity to discuss how we care for the natural world around us.</p> <p><u>Focus:</u></p> <p>Our natural environment and the part we all need to play.</p> <p>Global warming</p>	<p><u>Mathematics</u></p> <p>Week 7,8,9,</p> <p><u>Building 9 and 10</u></p> <p><u>Number</u></p> <p>For the children to</p> <p>*Be introduced to 9 and 10</p> <p>*For the children to compare numbers to 10</p> <p>*For the children to explore bonds to 10</p> <p><u>Measure, Shape and Spatial thinking</u></p> <p>*For the children to be introduced to 3D shape</p> <p>*For the children to explore pattern (2)</p> <p>Week 10,11,12 <u>Consolidation</u></p>
--	---	---	--