

Communication and Language

Pick out key events of a story.
Role play stories using the new vocabulary.
Discuss their feelings about stories.
Participate in small group discussions, offering their own ideas.
Making comments about what they have heard in order to clarify their understanding.

Maths – White Rose

Recapping 0-5, 1 more/1 less, subsisting and composition
Measurement: capacity and mass
Numbers 6, 7, 8 representing, subitising, composition

Expressive Art and Design

Focused artist: Hans-Helmut Schult – Male German junk modelling artist. Create Hans-Helmut Schult inspired creations.
Explore junk modelling: Make shields, castles etc. Explore joining/connecting materials using different tools with techniques – Make different costumes/clothes/hats to be Kings, Queens, Knights etc. Explore designing our models for a purpose
Butter their own toast. (Continuous provision)
Make their own playdough. (Continuous provision)
Make Chinese food for Chinese New Year.

Music

Kapow Unit: Music and Movement

To be able to sing well-known nursery rhymes and songs.
To begin to understand why songs have actions. To use previous Makaton knowledge to use signs to accompany a song.
Children to explore beat through body movements.
To express feelings and emotions through movement to music, focusing on the tempo of the music. To be able to explore the tempo and the pitch of the music in different ways through dance e.g. scarf dancing. To perform action songs to a small audience with a focus on moving in time with the music.

Personal, Social and Emotional Development

Care about other's needs and feelings.
Discuss feelings and actions of characters.
Describe how the characters might be feeling and why.



Spring 1

Castles, Knights and Fairy tales

Through traditional stories and fairy tales, we will be learning about the lives of people in the past, such as Kings and Queens and their roles in society. We will learn about similarities and differences between things in the past and now. Through role play we will tell our own stories, thinking about characters setting and plot.



Hooks + Experiences:

Medieval Feast
Chinese Food – Make and taste rice paper wraps

Parental engagement:

Phonics stay and play

Songs, rhymes and poems:

There was a Princess long ago
Humpty dumpty
The old grand duke of York
Pussy cat pussy cat

Physical Development

Squiggle me into a Writer, Dough Disco, Dance Time, Outside Provision, OPAL lunch time.
Work on balance and coordination using small apparatus.
Use a tripod grip to hold a pencil.
Use scissors skilfully.
Use fine paint brushes.
Move energetically such as running, jumping, dancing, hopping, skipping and climbing.

Understanding the World

Celebrations: Chinese New Year, Valentine's Day.
Children will compare different types of homes, including homes from the past and now.
Children will compare Kings and Queens of the past to the Kings and Queens of today – through stories.
Children will compare foods from the past and now.
Children will develop an understanding of the more distant past through story, setting and characters.
Snap science:
Unit 22 – What is the weather like today? Winter Season (Our changing world) Look at how the weather changes during different seasons.
Unit 7 – Who lives here? Different homes and the materials they are made of (Chemistry) Look at the different materials we can use to build house and their properties.
Unit 16 – What makes it move? DT models (Physics) Begin to look at wheels and gravity.

Literacy – Drawing Club + Little Wandle

To tell stories showing an awareness of the character, plot and the setting.
To anticipate key events in stories.
To know phase 3 digraphs and some trigraphs as per the Little Wandle programme.
To read phase 2 books containing phonic knowledge gained so far.
Write recognisable letters, most of which are correctly formed.
Spell words and identify sounds in them.
Write CVC/CVCC/CCVC words and words containing known digraphs (including phase 2 tricky words)
Begin to write a simple phase with support.



Spring 1 – Castles, Knights and fairy tales

Week 1 – Core Text: Castles and Knights Non-Fiction

- **PSED (PSHE):** Whole school – What is peer pressure? (Do we have to do something someone tells us to do?)
- **UTW:** Show an image of the King. Do children know who he is? What clues show who he might be. Discuss what his role in society is and what he does. Where does he live? (London). What type of home does he live in? Show an image of Windsor Castle and compare to our home (use images from Autumn 1). Compare homes. What does a castle look like?
- **EAD:** Make historical role play clothes and props – to be Kings and Queens.
- **Music:** To begin to understand why songs have actions.

Week 2 – Core Text: Zog

- **Hook on Wednesday** – Medieval experience. Have activities set up: 1. horse riding pretend play. 2. Bow and arrow targets. 3. Dress up as knights with armour. 4. Make large cardboard shields. 5. Make crowns and decorate with jewels. End the experience with a Medieval feast: Set up long tables across the hub for children to have their feast. Eat bread and drink juice etc.



- **PSED (PSHE):** Whole school - Why is it important to relax?
- **UTW:** Unit 22 – What is the weather like today? Winter Season (Our changing world) Look at how the weather changes during different seasons.
- **EAD:** Junk model castles and homes.
- **Music:** To use previous Makaton knowledge to use signs to accompany a song.

Week 3 – Core Text: Rapunzel

- **PSED (PSHE):** Whole school - Can we be on phones and tablets too much?
- **UTW:** History of Kings and Queens and their roles and authority - through the stories read in class and photos.
- **EAD:** Junk model a tower for Rapunzel.
- **Music:** Children to explore beat through body movements.

Week 4 – Core Text: Chinese New Year Non-Fiction

- **PSED (PSHE):** Whole school – How to stay safe online?
- **UTW:** What is Chinese New Year? How does it compare to Christmas or English New year?
- **EAD:** Make (cooking) and taste Chinese food
- **Music:** To express feelings and emotions through movement to music, focusing on the tempo of the music.



Week 5 – Core Text: Beauty and the beast (animation)

- **PSED** (PSHE): Whole school – Medicine safety
- **UTW**: What did they eat in the medieval times in their castles? Compare the food to now.
- **EAD**: Make (cook) a vegetable stew in the slow cooker to taste.
- **Music**: To be able to explore the tempo and the pitch of the music in different ways through dance e.g. scarf dancing.

Week 6 – Core Text: Valentines Day themed week – The Smeds and the Smoos

- **PSED** (PSHE): Whole school – Who is the NSPCC?
- **UTW**: What is Valentines Day? Who do we love? Why?
- **EAD**: Create Valentines cards and presents for loved ones.
- **Music**: To perform action songs to a small audience with a focus on moving in time with the music.

Week 7 – Core Text: Castles and Knights Non fiction

- **PSED** (PSHE): Whole school – What is a safe relationship?
- **UTW**: Unit 7 – Who lives here? Different homes and the materials they are made of (Chemistry) Look at the different materials we can use to build house and their properties.
- **EAD**: Free junk modelling and creating costumes
- **Music**: To perform action songs to a small audience with a focus on moving in time with the music.

Additional texts to read during half term:

Winter Non-Fiction, Weather Non-Fiction (SS), Different homes Non-Fiction (SS), Chinese New Year texts