

**Prime Area: Personal, Social and Emotional Development (PSED)**

**Dreams and Goals**

Piece 1 – Challenge

Piece 2 – Never Giving Up

Piece 3 – Setting a Goal

Piece 4 – Obstacles and Support

Piece 5 – Flight to the Future

Piece 6 – Award Ceremony

**Specific Area: Understanding the World (UW)**

6/1/25 – What can we learn about birds?

13/1/25 –What makes up the UK?

20/1/25–How is Antarctica different to the UK?

27/1/25–How is Chinese New Year celebrated?

3/2/25– What’s an explorer?

10/2/25– How can we show love?

**Specific Area: Expressive Arts and Design (EAD)**

Creating with Materials- **Artist Focus - Kapow-Painting and Mixed Media: Painting My World**-Exploring paint and painting techniques through nature, music and collaborative work. Children to make collages and transient art.

**Artist Focus – Megan Coyle or Mark Rothko**

\***Sparkyard**-Musical Patterns and Performing Step 1- What’s the Pattern?

\***Sparkyard**-Musical Patterns and Performing Step 2- Playing Musical Patterns and Accompaniments

**Prime Area: Communication and Language (CL)**

Tell me why!

- Using language to explain and describe.
- To ask how and why questions...
- Discovering passions
- Retell a story with story language.
- Story invention – talk it through.
- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Learn a range of rhymes, poems and songs.

**Prime Area: Physical Development (PD)**

**Gross Motor:** PE PASSPORT

\*Gymnastics-rocking and rolling

\*Target Games 1 Moving and responding to music

**Fine Motor** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors

Spring One-It's Cold Outside!



**Specific Area: Literacy**

**Phonics**- Developing blending skills and introducing digraphs such as ch, sh, th, ng, nk, and applying to our reading. Read write Inc groupings to support progress.

**Reading**- Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

**Writing**-Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.

**Specific Area: Mathematics (M)**

**Maths Mastery:**

**Subitising**-within 5

**Counting, ordinality and cardinality**-counting skills, matching numerals to quantities, recognising 1 more and 1 less

**Comparison**-ordering numbers

**Composition** of numbers-part whole model for numbers within 8

**Shape, Space and Measure:** \*Measuring lengths and heights-non-standard units  
\*Understanding capacity-comparing and estimating \*2d shapes-describing properties, shapes within shapes \*3d shapes-recognising and identifying properties