

Starry Night

This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals. It is linked to Winter Wonderland which teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.

Maths

The children will learn about:
Alive in 5
Mass and Capacity
Growing 6, 7, 8

Literacy

The children will use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection.

Physical Development

The children will continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

Phonics

Set 1 and 2: Know grapheme phoneme correspondence of >19 letters.
Blend with known letters for reading VC and CVC words.
Orally segment for VC and CVC words for spelling
Know red words (I, the, into, no, go).

Hazel Class

Spring 1 2024-2025

PSED

The children will be learning to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.

Expressive Art and Design

The children will be learning to develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist Study – Yves Klein and Artists who use hearts in their art (oil pastels)

Communication and Language

Listening: Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.
Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.
Respond: Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.
Understanding: Consider the listener and takes turns to listen and speak in different contexts.
Speaking: Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.

Understanding the World

Investigating animals and their habitats, those animals that hibernate and why, and the life cycles of certain animals (chicken, frog, butterfly). Looking at how humans grow. Understanding the role of different minibeasts within nature and how their different adaptations help them.
Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)
Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.
Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g., Antarctica.
Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.