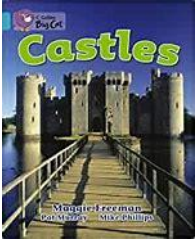
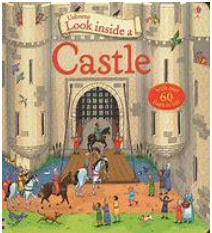
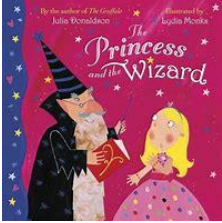
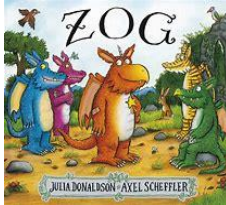
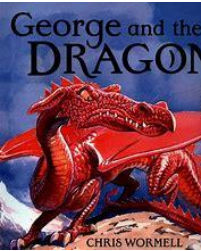






Spring 1: I wonder if it ever really happened.

Skills	Vocabulary	Non-negotiables	Suggested Activities	Core Texts
<p>Communication and Language</p> <ul style="list-style-type: none"> - Formulate and respond to 'Why' and 'How' questions. - Answer open ended or speculative questions. - Become familiar with time conjunctions when telling stories. - Process language which includes adjectives, verbs and positional vocabulary. - Add conjunctions on to the end of simple responses to include detail. - Recall and define specialist vocabulary for the half term 	<p>Why? How? I thinkbecause... First, next, then, after that, later. Fierce, mighty, huge, scared, rescue, implore, swooped, looped, expert, practice, keenest, accident prone</p>	<p>Use the terms then and now. Answer simple questions. Become familiar with the terms: first, next Listen to rhyming stories and make predictions.</p>	<ul style="list-style-type: none"> • Story map – Zog (on going) • Work with a partner to design, make, decorate and evaluate a model castle. (Week 2-6) • Castle role play, puppets and props for story telling (continuous) • Ask questions about what they want to find out about castles (Week1) • Talk about what they have found out about castles (ongoing) • Listen to a selection of poems and rhymes: Wizard, A flutter of fairies, The fairy rule book 	
<p>Physical Development</p> <ul style="list-style-type: none"> - Begin to select appropriate method to join materials. - Use small tools accurately to make changes to malleable materials. - Recognise body changes during exercise. - Travel across simple obstacle courses including changes in height. - Explore different ways to jump and land safely. - Use scissors to cut and stop at an agreed point. - Perform balances on different parts of body. - Perform balances with different number of contact points to the floor. - Develop control of body movements through physical literacy. - Travel in different ways with control and coordination. - Move safely in a large space, negotiating obstacles, changing direction and stopping when instructed. - Join and separate small construction kit components by clicking. 	<p>Cutter, roller, cutters, rolling pin. Scissors, open, close, cut, turn. Build, construct, plan, design, click, press, pull. Balance, skip, hop, jump, land, bend, perform.</p>	<p>Form numbers to 5. Fasten coat independently. Roll out playdough and use a cutter to cut out a shape. Perform a two footed jump safely. Use scissors to cut simple shapes. Construct a simple model from construction kit components.</p>	<ul style="list-style-type: none"> • Cut out and join using a split pin to make a moveable knight (one join) (Week 3) • Work with their partner to make a castle following their design (week 3) • Gymnastics unit for PE • Make a golden star medal for Zog – draw around a template, cut out, use a hole punch to make a hole and attach a ribbon. (Week 5) • Explore different ways of joining materials to make a drawbridge, shields, crowns and Chinese lantern. (ongoing) 	 
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - Articulate the rationale for school routines and expectations. - Build strategies to challenge undesirable behavior. - Develop broader vocabulary relating to feelings. - Begin to articulate their feelings. - Work in pairs to succeed in a challenge. - Work in a small group on tasks like turn taking games. - Articulate simple problem solving approaches. - Demonstrate an understanding of how to stay healthy. 	<p>My turn, your turn, fair, share Disappointed, excited, exhausted, elated, lonely, worried, frustrated</p>	<p>Take turns when playing a game with a friend. Work with a partner to complete a task.</p>	<ul style="list-style-type: none"> • Work with a partner to design, make, decorate and evaluate a model castle. (Week 2-6) • Talk about the characters in Zog, their behaviour and their feelings (Week 5/6) • Work with a friend to use programmable toys (beebots) to help the knights capture the dragon (Week 5/6) • Work with an adult and small group of friends to complete a range of turn taking games (on going) • Work with a partner to build model castles using a range of construction materials. 	

	Healthy, choices, unhealthy		<ul style="list-style-type: none"> PSHE – Ten Ten 	
<p>Literacy</p> <ul style="list-style-type: none"> Recall key elements of books heard and read. Develop an understanding that information can be retrieved from books and computers. Become familiar with the features of non-fiction texts. Express a preference for books and begin to talk about their favourite stories. RWI Set 2. Begin to read phonetically decodable captions and sentences. Begin to write simple sentences with regular words including those with digraphs. 	Fiction, non-fiction, picture, caption, heading, title, label, evaluate, library.	<p>Become familiar with the difference between fiction and non-fiction texts.</p> <p>Form set 1 letters correctly.</p> <p>Can select a favourite story and say why they like it.</p>	<ul style="list-style-type: none"> Understand features of non-fiction texts by looking at and sorting a selection of books (week 1) Talk about the differences between fiction and non-fiction texts (week 1 / week 2) Use non-fiction texts to find facts about castles. Label parts of a castle (week 2) Evaluate their model castle (Week 5/6) Re-write the story of the Zog (week 6) 	
<p>Mathematics</p> <ul style="list-style-type: none"> Count forwards and backwards within 20. Recognise and identify when there is zero of something. Use language such as more than and fewer than. Recognise and represent number bonds to 5. Composition of 6, 7 and 8 partitioning and recombining. Recognise that a pair is two, arrange small quantities into pairs and recognise when there is one left over. Make comparisons between objects in length, height and weight. heavy, heaviest, light or lightest, full, nearly full, half full, nearly empty or empty. Order by length, height and weight. 	<p>Zero, More than, fewer than</p> <p>Pair, number bond, five frame</p> <p>Weight, length, height, Heavy, heaviest</p> <p>Light, lightest</p> <p>Full, nearly full, half full, nearly empty, empty</p>	<p>Count forwards to 20.</p> <p>Begin to understand concept of zero.</p> <p>To know that a pair is 2.</p> <p>Understand the composition of 5.</p>	<ul style="list-style-type: none"> Daily counting up to and back from 20. Explore zero Number bonds to 5 Composition of numbers 6, 7 and 8 More and less than Recognise that a pair is two. Explore weight, length, and height 	
<p>Understanding the World</p> <ul style="list-style-type: none"> Describe changes to trees and woodland plants in winter. Describe and explain changes of state in water during winter. Begin to understand that life was different in the past and compare to life today. Understand that different countries and cultures have different traditions and celebrations. Identify key features in the local area on a walk to the library. Be able to code a simple technology device and begin to use left and right turns. 	<p>Then, now, a long time ago, castle, draw bridge, knight, armour</p> <p>UK, United Kingdom, island, England, Northern Ireland, Scotland, Wales</p>	<p>Identify the UK (know the shape of the UK)</p> <p>Become familiar with the 4 countries in the UK. See Gateshead/ Newcastle marked on a map.</p> <p>To know that they live in the Northeast.</p> <p>Begin to understand that life was different in the past and compare to life today.</p>	<ul style="list-style-type: none"> Look at a map of the UK, name the four countries of the UK and annotate the map with a significant castle for that country. (Week 1) Talk about who would live in a castle and how their life was different to ours today (Week 3) Talk about their walk to the library and features of the local community. Map their journey (week 2) Use programmable toys (beebots) to help the knights capture the dragon (Week 5/6) Explore some of the traditions around Chinese New Year compare these to Christian traditions at Christmas. Make observations of the weather (freezing) and observe changes to ice cubes in different environments. Talk about the changes they observe. Look at the trees on the school premises. Identify changes in the season of winter. 	

		<p>Use an artefact or source to learn about a person or place.</p> <p>Talk about what the weather is like during winter</p> <p>Observe changes to state (water/ice)</p>		
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - Generate narratives using small world props. - Stack, align and balance blocks and bricks to create with a purpose in mind. - Create props to support role play. - Make choices of media when creating. - Print in different ways with paint to make a desired effect. - Explore the properties of clay. - Use modelling tools to cut and shape soft materials. 	<p>Stack, balance, align, print, create</p> <p>Bend, clay, chop, dough, dry, flatten, join, pinch, plan, poke, pull, push, roll, sculpture, slippery, smooth, squash, stick, stretch, twist, wet, design, make, decorate.</p>	<p>Manipulate tools to make changes to malleable materials.</p>	<ul style="list-style-type: none"> • Work with a partner to design a castle they want to make using junk modelling materials (week 2) • Work with their partner to make a castle following their design (week 3) • Decorate their castle, using paint and printing techniques and selecting appropriate collage materials (week 4) • Sing a selection of songs and ring games: There was a princess long ago, The Poor King • Observational drawing of winter trees – shading using pencils. • Work with a partner to build model castles using a range of construction materials. • Use props and puppets to re-tell the story of Zog. • Kapow Art – Creation Station. • Design, make and decorate clay animal sculpture (dragon) 	
<p>Curriculum Enhancements</p> <ul style="list-style-type: none"> • Visit to Dunston Library. 		<p>RE Curriculum – Come and See</p> <ul style="list-style-type: none"> • Local Church – Community: Celebrating • Eucharist – Relating: Gathering 		