



Year Rec Term: Spring 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
Literacy Fiction Little Red Non - Fiction Instructions	Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	Create instruction texts Create and edit T4W Storymaps Reading stories Sequencing Listening to stories daily Retelling orally Retelling with puppets Immersion in text Determine purpose, audience and form Enjoy, explore and respond to text Familiarisation with text structures Familiarisation with language features Collect writer hints: create effects Gather ideas Plan Modelled and Guided writing Application of writers' skills and knowledge Independent writing & draft, revise, edit
Maths	Beginning to compare and recognise changes in	Representing 1, 2 and 3 <ul style="list-style-type: none"> • Subitise or count to find how many and begin to make their own collections. 	Counting games Continuous provision updated daily.

	<p>numbers of things, using words like more, lots or 'same'</p> <p>Counting</p> <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality) <p>Cardinality (How many?)</p> <ul style="list-style-type: none"> • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. 	<ul style="list-style-type: none"> • match numerals and quantities to the number names. • use their own mark making to represent 1, 2 and 3. • Begins to understand that as we count, each number is one more than the previous number • Use comparisons in different contexts as they play • Explore the different compositions of the numbers 2 and 3 <p>Circles and triangles</p> <ul style="list-style-type: none"> • Understand that a circle has 1 side and a triangle has 3 • Begin to recognise shapes in everyday items <p>Spacial awareness</p> <ul style="list-style-type: none"> • Begin to use positional language to describe how items are positioned • Count to and from 5 • Begin to recognise shapes with 4 sides • Talk about day and night and order key events in daily routines • Begin to measure time in simple ways 	<p>Counting songs from Number Fun</p> <p>Compare amounts</p> <p>Match numerals to quantities</p> <p>Representing, comparing and composition of numbers to 5</p> <p>One more and one less</p> <p>Comparison of size, mass and capacity.</p> <p>Exploring Pattern</p> <p>Circles and Triangles</p> <p>Positional language</p> <p>Shapes with 4 sides</p> <p>Time</p>
<p>RE</p> <p>Nativity Stories Jesus Heard</p> <p>Stories Jesus Told</p>	<p>Give pupils an understanding of why we say thank you to God at harvest time and talk about him being the creator.</p>	<p>Why do Christians perform the nativity at Christmas?</p> <p>Exploring how God came to earth as Jesus Christ.</p> <p>Understanding that people are God's treasured possessions and are precious to God.</p>	<p>Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</p>
<p>Phonics / Early Reading</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <ul style="list-style-type: none"> • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and 	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently 	<p>Phase 3 phonics from Monster Phonics - Starting Term 2</p> <p>oo</p> <p>ow</p> <p>ee</p> <p>ur</p> <p>oi</p> <p>or</p> <p>oa</p> <p>er</p> <p>igh</p> <p>air</p> <p>oi</p> <p>ear</p> <p>ure</p>

	songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes		
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