Gross Motor Skills

 Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking

 Dance / moving to music Gymnastics ./ Balance

Fine Motor Skills

Threading, cutting, weaving, playdough, fine motor activities.

 Form letters correctly using RWI letter rhymes. Handle tools, objects, construction and malleable materials with increasing control

Encourage children to draw freely.

Cutting with Scissors

Chinese New Year

Lent

Random Acts of Kindness Week

Valentine’s Day

Internet Safety Day

Trip to the library

**Curriculum Enrichment**

(See Reception Maths Overview – White Rose Maths)

Number

Introducing zero.

Representing 4 and 5

Comparing numbers to 5.

Composition of 4 and 5.

Six, seven, eight.

Measure, Shape and Spatial Thinking

Compare mass.

Compare capacity.

Length and Height.

History

Chinese New Year

To name different people in my family.

To understand what makes my family unique

To understand how life has changed over time for members of my family.

To explore different generations within a family.

Geography

Use images, video clips, shared texts and other resources to bring the wider world into the classroom.

Share different cultures versions of famous fairy tales.

Science

Learn about your diet and how to stay healthy.

Learn about fruit.

Learn about vegetables

Learn about chicken and eggs.

Learn about cows and milk

Learn about flour and wheat (Chinese New Year)

**Expressive Arts and Design**

Being Imaginative

The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.

 Art & Design

Design and make a Chinese lantern

Explore Chinese writing

Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats

Music

Explore and engage in music making

Chinese music - Listen attentively, move to and talk about music, expressing their feelings and responses. ​

**Mathematics**

**Spring 1**

**Traditional Tales**

**RE**

Come and See: ‘Local Church - Community’

To discover what a celebration is, the elements of celebration and how people celebrate.

To understand what the parish family celebrates – The Presentation Story.

To understand how parish family celebrates.

**Physical Development**

**Personal, Social and Emotional**

Self-Regulation

Learning about qualities and differences.

Celebrating differences.

Identify and moderate their own feelings socially and emotionally.

Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.

Building Relationships

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Listening, Attention and Understanding

Understand how to listen carefully and why listening is important.

Listen carefully to rhymes, songs and stories.

Speaking
Begin to articulate ideas and thoughts in well-formed sentences

Learn and use new vocabulary

Learn rhymes, poems and songs

Describe stories in some detail.

Reading

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Read a few common exception words matched to RWI.

Listen to and talk about stories to build familiarity and understanding.

Phonics

Recap Set 1 sounds including the diagraphs sh, ch, th, ng, nk, ck.

Introduce Set 2 sounds.

Writing

To form lowercase letters correctly (RWI letter formation rhymes)

Write their Surname name.

Writing some of the tricky words such as I, me, my, like, to, the.

Labels using CVC, CVCC, CCVC words.

Guided writing based around developing short sentences in a meaningful context.

**Understanding of the World**

**Communication and Language incorporating Literacy**