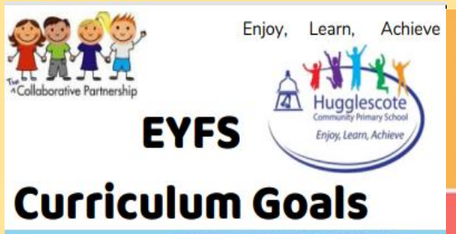
Hugglescote Community Primary School
Spring 1 Medium Term Plan

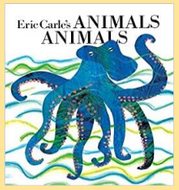
Spring 1

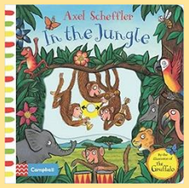
Themes, interests, possible lines of enquiry	WINTER	FRIENDSHIP/FEELINGS	CHINESE NEW YEAR	VALENTINE'S DAY	Children's Mental Health Week

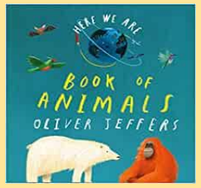


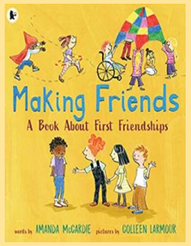
Suggested Texts

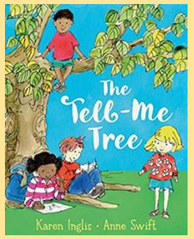
Themed books

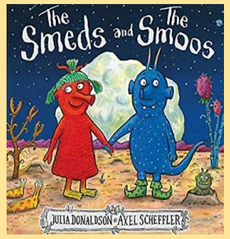


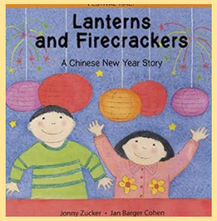


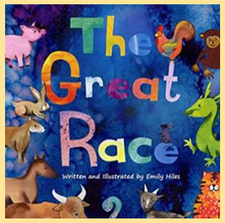


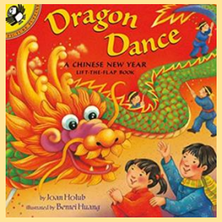


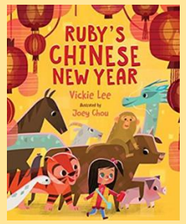


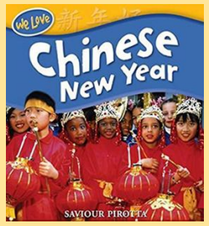


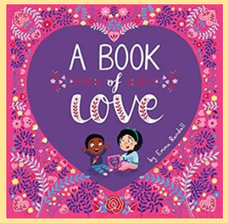


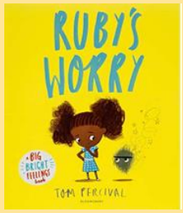


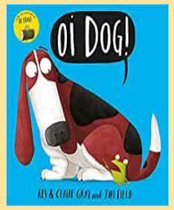


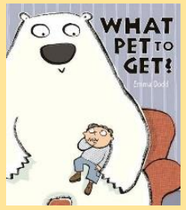


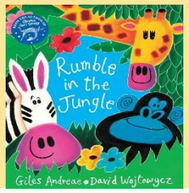


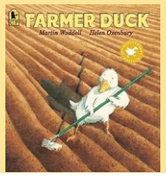


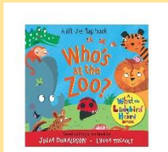


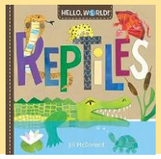


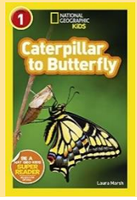


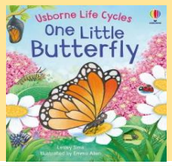


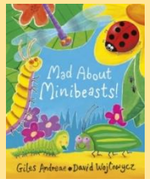




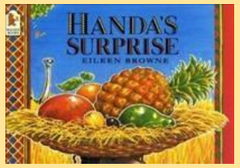


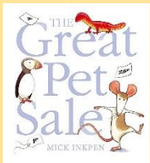


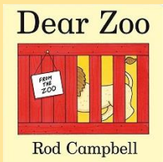


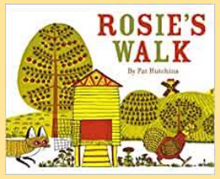


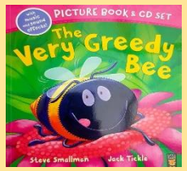
Spring 1 Literacy Texts

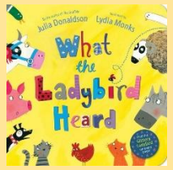












+ Daily songs, nursery rhymes and school/class songs.

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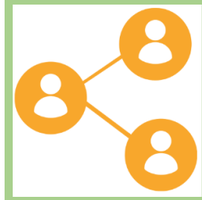
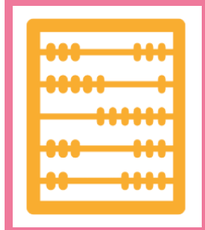
Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year
Communication and Language 	**Listening:** Listen attentively in a range of situations and know how to listen carefully e.g., know that it is important to look at who is talking to them and think about what they are saying **Attention:** Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom **Respond:** Know how to make a prediction about what might happen next or story endings in response to texts read. Know how to engage in non-fiction books. Know that events in a story can link 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:** Know how to use talk to pretend objects stand for something else in play. Begin to know the past tense of verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.	Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.
Personal, Social and Emotional Development 	**Express feelings:** Show pride in achievements by showing work to others. Know how to use the 'hot chocolate' breathing exercise to help with big feelings **Manage behaviour:** Know the behavioural expectations of the setting. **Self-awareness:** Take pride in themselves, work, and achievements. Begin to explain knowledge of right choices and wrong choices and try to behave accordingly. **Independence:** Know how to independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Know some foods that are healthy and unhealthy foods. **Collaboration:** Consider the listener and takes turns to listen and speak in different contexts. Know what being kind and considerate to others looks like. **Social skills:** Seek others to share activities and experiences. **Life Learning focus:** **My VIPs** **Good and Bad feelings** Other people's feelings Body language and speech Recognising feelings in others Cheering people up Looking after others Good relationships Zones of Regulation Books used –	Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Physical Development	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.	Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
	REAL PE FOCUS **Cognitive Cog Focus** – understand and follow simple rules, name some things I am good at. **Dynamic balance:** On a line Static **Balance skill:** Stance Continue to 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.	Continue to 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.
Literacy	**COMPREHENSION** Know how to use picture clues to help read a simple text. Know how to 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. Know how to express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play)	Daily questioning to develop comprehension skills
	WORD READING Know individual letters by saying the sounds for them. Know how to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Know a few common exception words matched to Little Wandle.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.
	WRITING **Emergent writing:** Know how to use appropriate letters for initial sounds. **Composition:** Know how to orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. **Spelling:** Know how to spell to write VC and CVC words independently using Phase 2 graphemes. **Handwriting:** Shows a dominant hand.	Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly

	Know that writing is from left to right and top to bottom. Begin to form recognisable letters. **The Write Stuff:** **Stories from another cultures:** Handa's surprise Rosie's walk The Very Hungry Caterpillar	
Phonics	**Phase 3** Consolidate skills as in Autumn 2. Phase 3 graphemes - ai ee igh oa oo oo ar or ur ow oi ear air er Blend and segment words with double letters Blend and segment longer words New tricky words: was you they my by all are sure pure	Continue to revisit all taught sounds daily and practice sound discrimination.

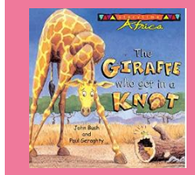
Mathematics

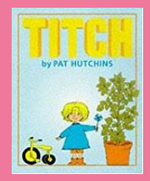


White Rose Maths – Alive in 5, Mass and Capacity

Coverage	Ongoing Guidance
Introducing zero	Ongoing opportunities to explore and apply the understanding of 'nothing there' or 'all gone' - the number name zero and the numeral 0 used to represent this idea
Comparing numbers to 5	Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations
Composition of 5, five wise	Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5.
Comparing Mass	Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception than the bigger item is the heaviest.
Comparing Capacity	Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.

White Rose: Growing 6,7,8





Coverage	Ongoing Guidance
Number 6, 7, 8	Represent 6,7,8 in different ways, count out from a larger group. Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers.
Making pairs - pairs wise	Begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner. Use Snap or memory games.
Combining 2 groups	Use real objects to combine and see how many altogether. Encourage subitising skills.
Length, height	Make direct comparisons. Encourage mathematical vocab relating to length – longer, shorter. To height – taller, shorter and breadth – wider, narrower. Make indirect comparisons using objects to measure items e.g., cubes or blocks.
Time	Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.

Understanding the World

Ongoing skills:

Communication:
Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.
Describe what they see, hear, and feel outside.

Observation:
Explore the natural world around them by taking part in weekly forest school inspired 'Welly Wednesday' sessions and making observations and drawing pictures of animals and plants.
Understand the need to respect and care for the natural environment and all living things

Causation:
Know how to observe and describe things that have changed and stayed the same during their life.
Comparing seasons, objects, animals, and people using vocabulary of change.

Impact:
Know how to identify features of growth and change.
Know how to say why things happen and give explanations.

Chronology:
Know how to visually represent their own day on a simple timeline. (Correspond with number 7 work, days of the week)
Know how to use the language of time.
Know how to put events in order.
Know how to compare and contrast characters from stories, including figures from the past.

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

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.

Know about changes in our locality through the seasons

RE Which places are special and why?
Coverage - talk about somewhere that is special to themselves, saying why, be aware that some religious people have places which have special meaning for them, talk about the things that are special and valued in a place of worship, identify some significant features of sacred places, recognise a place of worship, get to know and use appropriate words to talk about their thoughts and feelings when visiting a church

Scientific Knowledge:
Animals - Know the correct basic scientific vocabulary to describe parts of animals.
Know what animals need to survive in certain environments.
Know and explain where a range of animals live e.g. talk about animals which live in a cold and hot places
Know about the life cycle of a butterfly.
Scientific Vocab:
Wild animals - zebra, antelope, giraffe, elephant, monkey, ostrich
Farm animals - cow, goat, chicken, sheep, pig, duck, horse
Pets - dog, cat, rabbit, goldfish, hamster, guinea pig, tortoise

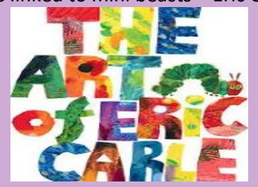
Expressive Arts and Design

Mark Making/Drawing:
Skill: know how to show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Colour:
Skill: to be able to create a collage and combining colour in the style of Eric Carle.
Skill: to use natural materials to create own art in the style of Andy Goldsworthy

Artist Study – Andy Goldsworthy

Artists linked to mini beasts – Eric Carle



Painting:
Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.

Printing:
Skill: printing with natural objects/food e.g., leaves, pine cones.

Materials:
Knowledge: understand the purpose of different textiles/materials. e.g., winter clothing.
Making things move (with split pins), creating shadow puppets

3D Work:
Skill: creating work to celebrate special days e.g., decorations (paper chains, bunting) for lunar new year, valentine's Day.

Cutting Skills:
Cutting skill: use scissors to cut curved lines.

Songs and Rhyme
Knowledge Poetry Basket:
1. Popcorn – a six-line poem
2. A Little House – an eight-line poem
3. Pancakes – a six-line poem
4. Let's Put on Our Mittens – a six-line poem
5. I Can Build a Snowman – a four-line poem
6. Carrot Nose – a four-line poem

Music session focused Songs:
EVERYONE!
- Wind The Bobbin Up
- Rock-a-bye Baby
- Twinkle Twinkle
- If You're Happy and You Know It
- Head, Shoulders, Knees and Toes

Ongoing

Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Uses available resources to create props or creates imaginary ones to support play.
Develop storylines through small-world or role-play

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