

Spring 1

Topic: Who's Afraid of the Dark?



Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><b>Listening and Attention</b> They listen to stories with increasing attention and recall, joining in with repeated refrains and anticipating key events and phrases <b>(30-50m)</b> Maintains attention, concentrates and sits quietly during appropriate activity <b>(40-60m)</b></p> <p><b>Speaking</b> <b>CL:s</b> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <b>(30-50)</b> Links statements and sticks to a main theme or intention <b>(40-60)</b></p> <p><b>Understanding</b> Listens and responds to ideas expressed by others in conversation or discussion. <b>(40-60+)</b> Responds to instructions involving a two-part sequence <b>(40-60+)</b></p>	<p><b>Moving and Handling</b> Holds pencil near point between first two fingers and thumb and uses it with good control, forming recognisable letter <b>(30-50+)</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment <b>(40-60)</b> Handles tools, objects, construction and malleable materials safely and with increasing control <b>(40-60)</b></p> <p><b>Health and Self Care</b> Observes the effect of activity on their bodies <b>(30-50+)</b> Understands that equipment and tools have to be used safely <b>(30-50m+)</b> Shows some understanding about how healthy eating, sleeping and hygiene contributes to good health <b>(40-60)</b></p>	<p><b>Self Confidence and Self Awareness</b> Shows confidence in asking adults for help <b>(30-50)</b> Communicates freely about own home and community <b>(30-50)</b></p> <p><b>Managing Feelings and Behaviour</b> Aware of own feelings and that some actions and words can hurt others feelings <b>(30- 50)</b> Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them <b>(40-60)</b></p> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say <b>(40-60)</b></li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise <b>(40-60)</b></li> </ul>
<p>Owl Babies – Pie Corbett Talk for Writing (Oola the Owl, variety of other owl stories and nocturnal animal stories) Information books about nocturnal animals. The Enormous Turnip,- Pie Corbett Discussions about woodland animals and habitat Snack group conversations Guided role play – dark area, fruit and vegetable shop Travelling Ted – listening to each other and asking appropriate questions. Puppets in book corner. Small group storytelling activities in book corner. Owl baby puppets to help with retelling of story.</p>	<p>Name tracing, letter formation sheets. Writing letters with different media – i.e. glitter, chalks etc. Threading, cutting, peg boards, construction, stencils, tracing during continuous provision. Collaging owls. Using different malleable materials and tools (making model owls from clay using tools safely. <b>Games:</b> Real PE – Unit 4 Gymnastics unit 3. Bikes and scooters, obstacle courses, PE trolley during continuous provision – focus on using safely Discussions in PE lessons about changes to body during PE. Snack group discussions about importance of healthy eating.</p>	<p>Plan Do Review (developing planning books and focusing on review) All About Me bag Guided role play Circle time – understanding how own actions affect others. . British Values – Tolerance and mutual respect PHSE – growth and change RRR -water</p>

## Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p><b>Reading</b> Beginning to be aware of the way stories are structured and suggests how stories might end <b>(30-50+)</b> Knows that information can be retrieved from books and computers <b>(40-60)</b> Hears and says the initial sound in words. <b>(40-60+)</b> Can segment the sounds in simple words and blend them together and knows which letters represent some of them <b>(40-60+)</b> Begins to read words and simple sentences <b>(40-60)</b></p> <p><b>Writing</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence <b>(40-60+)</b> Writes own name and other things such as labels, captions. <b>(40-60)</b></p>	<p>Continuation of Autumn term work as well as:</p> <p><b>ORAL COUNTING</b> Continue to rote count to 10 forwards and backwards Oral counting / object counting Continue to learn to count accurately 0—10 Continue to order numbers / sets of objects to 10 Count sets—say which set has more /fewer / objects Continue to record with pictures / lines Rote count 1—20 Count on from a given number up to 10 Count back from a given number up to 10</p> <p><b>READING NUMBERS</b> Continue to recognise numbers 10—20 Continue to order numbers / sets of objects to 10 Continue to use a number track</p> <p><b>WRITING NUMBERS</b> Continue to write numbers 0—10 with correct formation Continue to record with pictures / lines</p> <p><b>CALCULATION—ADDITION</b> Introduce practical addition tasks Begin to record work in their own way</p> <p><b>SHAPE — Pupils can:</b> Name and describe 2d / 3d shapes Copy shape pattern</p> <p><b>SPACE—Pupils can:</b> Describe the position of objects in space</p> <p><b>MEASURES — Pupils can:</b> <b>Length—Pupils can:</b> Compare lengths of practical objects <b>Capacity</b> Language of capacity <b>Time— Pupils can:</b> Use everyday language related to time <b>Mass— Pupils can:</b> Compare masses Recognise heavy / light / heavier / lighter <b>MONEY— Pupils can:</b> Use every day language related to money Use pennies to count coins / role play shops</p>	<p><b>The World</b> Shows care and concern for living things and the environment <b>(30-50)</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects <b>(30-50)</b> Looks closely at similarities, differences, patterns and change <b>(40-60+)</b></p> <p><b>People and Communities</b> Recognises and describes special times or events for family or friends (30-50+) Remembers and talks about significant events in their own experiences. (30-50+)</p> <p><b>Technology</b> Knows that information can be retrieved from computers <b>(30-50)</b> Completes a simple program on a computer and interacts with age-appropriate computer software <b>(40-60)</b></p>	<p><b>Exploring and Using Media and Materials</b> Explores and learns how sounds can be changed <b>(30-50)</b> Explores how colours can be changed <b>(30-50)</b> Beginning to be interested in and describe the texture of things <b>(30-50)</b> Experiments to create different textures <b>(40-60)</b></p> <p><b>Being Imaginative</b> Uses available resources to create props to support role play. <b>(30-50)</b> Plays alongside other children who are engaged in the same theme <b>(40-60)</b> Chooses particular colours to use for a purpose <b>(40-60)</b></p>
<p>Daily phonic lessons – phase 2-3 letters and sounds Talk for writing – The Enormous Turnip</p>	<p>*Daily mathematics lesson <b>Continuous provision</b> – number sequencing owls, numbered counting pots, measuring beads, worms,</p>	<p>Exploring light and dark – dark area with torches Discussions about features of animals and</p>	<p>Music – The Very Hungry Caterpillar Making up own music and patterns of movements.</p>

<p>Books – Owl babies, Oola the Owl Who Lost Her Hoot, The Owl Who Was Afraid of the Dark, range of non-fiction books about owls and nocturnal animals</p> <p>Guided and independent reading</p> <p>Writing speech bubbles, captions, notes, lists.</p> <p>Making our own information books.</p> <p><b>Continuous provision</b> – book corner, independent reading with friends</p> <p>Story sacks – owl puppets</p> <p>Writing areas – letters, speech bubbles, note books, pretend registers, writing opportunities in role play dark area.</p> <p>Hiding words in dark area..</p>	<p>maths games.2D and 3D shapes, sorting hoops, feely bags. Opportunities to use money – buying fruit and vegetables, estimating how many pieces of fruit etcetc.</p> <p>Practical adding opportunities – eggs, straws, worms etc.</p> <p>Daily problem solving maths opportunities based around registers and dinner registers.</p>	<p>caring for animals</p> <p>Geography focus – animal environments</p> <p>Recording and retrieving information on talking books and talking tins.</p> <p>Using tablets in plan do review and in phonics.</p> <p>Researching animals on internet</p> <p>All about me bag.</p> <p>CBeebies and Poison Rouge websites, 2 simple software, Phonics Play</p> <p>Learning Christian Stories – Jesus as a story teller.</p>	<p>Developing music area</p> <p>Making and decorating clay owls</p> <p>Exploring textures through collage</p> <p>Representational drawings and paintings of owls,</p> <p>Making props for role play area.</p> <p>Guided role play</p> <p>Colour mixing to paint owls (using cotton wool buds to paint with).</p> <p>Art focus - sculpture</p>
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	<b>Main topic/book</b>	<b>Small group learning activities</b>	<b>Continuous provision</b>
<b>Week 1</b>	(2 days only) British values – tolerance and mutual respect	Writing about Christmas holidays – focus on similarities and differences Exploring tolerance and mutual respect – discussing what this means and how we ensure that we understand and demonstrate these values.	Vegetable shop role play Display minibeasts in finding out area
<b>Week 2</b>	The Enormous turnip – Talk for writing	Tasting different vegetables, which is your favourite? Planting seeds Making up alternative stories with different vegetables Guided role play in the fruit and vegetable shop	Vegetable shop role play Display of different vegetables and seeds in finding out area Printing with vegetables Books about vegetables, seeds, growing etc.
<b>Week 3</b>	Owl Babies	Sequencing the story using role play, discussing feelings at different stages Collaging owls exploring a variety of different textures Drawing owls selecting appropriate colours	Role play area in courtyard – woods, dark area, (house in the woods in outside role play area Fruit and vegetable shop
<b>Week 4</b>	Owl Babies	Writing speech bubbles for owl babies – using phonic knowledge at own level Finding out information about owls and making a talking book Making owls out of clay Woodland walk to explore a woodland environment (Friday pm)	Natural woodland materials to continue to make nests etc. and explore Art materials to make props for role play woods/woodland animals.

			Junk modelling. Tricky words hidden in dark area Ordering numbered owls etc. Letter templates to write letters to or from Mummy Owl
<b>Week 5</b>	Owl Babies	Writing a note from mummy to the owls telling them where she has gone Forest walk to find some natural materials to make a nest (in tough trays). Mixing colours and painting owls using cotton wool buds. Making clay owls	Art materials to make eggs for nest (research colours) Painting trees and woods Making nests out of other materials H/f words hidden in dark area Ordering numbered owls etc. Letter templates to write letters to or from Mummy Owl
<b>Week 6</b>	Oola the Owl Who Lost Her Hoot	Make an information book about other nocturnal woodland animals Mixing colours and painting owls using cotton wool buds. Using talking tins to make Oola a new hoot (and other nocturnal animal noises)	Sheets to write information about animals (vocab sheets and letter mats to be available) Books on nocturnal woodland animals Collage materials to make Oola