
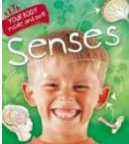
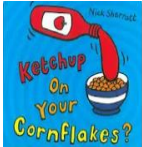




LEARN, GROW, ACHIEVE

<p>Year Reception Cultural Capital: Senses Wow Day- 13th Jan 23rd National Handwriting Day 28th National Lego Day Lunar New Year 29th Jan Feb 5th World Read Aloud Day Feb 6th-Time to Talk Day Charity day: Panda and Gorilla day 12th Feb Feb 13th Happy Palentine Day</p> <p>Longmoor Value: Ambitious: to show desire and determination</p>	<p>Medium term planning Spring 1 2025 Foundation Stage 2</p> <p>Topic Title: What can I feel, taste, hear and smell?</p> <p>Driver Subject: UW – The Natural World Enhancer subject: UW – PP</p>		
<p><u>Texts:</u></p> <ul style="list-style-type: none"> • <u>Wind</u> • <u>Senses</u> • <u>Ketchup on your Cornflakes?</u> 	<p><u>Week 1-2</u> <u>(6th and 13th January)</u> <u>What can I see and feel outside?</u></p> 	<p><u>Week 3-4</u> <u>(20th and 27th January)</u> <u>How do my senses help me to learn?</u></p> 	<p><u>Week 5-6</u> <u>(3rd and 10th February)</u> <u>What do my taste buds do?</u></p> 

<u>Characteristics of Effective Teaching and Learning</u>	Playing and Exploring <ul style="list-style-type: none"> Finding out and exploring Using what they know in their play Being willing to have a go 	Active Learning <ul style="list-style-type: none"> Being involved and concentrating Keep on trying Enjoying achieving what they set out to do 	Creating and Thinking critically <ul style="list-style-type: none"> Having own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways
PSED You may want a fortnightly focus for your PRIME areas	<u>Building Relationships</u> With adult support, can play cooperatively with a range of children and able to find compromises (BR)	<u>Managing Self</u> Aware of boundaries set and behavioural expectations in setting (SR)	<u>Self-Regulation</u> Identifies a range of healthy foods and practices (MS)
PHYSICAL DEVELOPMENT GROSS MOTOR	Negotiates space successfully when racing/playing with other children, adjusting speed and changing direction (GM)	Will experiment and combine different ways of moving demonstrating increasing level of skill.(GM)	Shows increasing control when pushing, patting, throwing, catching or kicking (GM)
FINE MOTOR	Uses tools with increasing confidence and accuracy to effect changes to materials (FM)	Handles tools, objects, construction and malleable materials with increasing control (FM)	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (taught letters) (FM)
COMMUNICATION AND LANGUAGE	Maintains attention, concentrates and sits appropriately during an activity (LAU)	Participates and uses newly introduced vocabulary in 1:1/ small group contexts (S)	Uses talk to organise, sequence and clarify thinking and ideas (S)

<p>READING</p>	<p>Describes main story events, setting and characters from a range of stories (COMP)</p>		<p>Knows that information can be retrieved from different types of books (COMP)</p>	<p>Reads CVCs and beginning CVCCs (WR)</p>	
<p>WRITING</p>	<p>Segments the sounds in simple words and blend them together</p>		<p>Begin to break the flow of speech into words. (to write phrases)</p>	<p>Attempts to write phrases</p>	
<p>MATHS 1 week number and 1 week numerical pattern Mastering Number (Wk 14-18)</p>	<p>Identify composition of 5-7</p>	<p>Compares quantities to 10 knowing what is less or more</p>	<p>Begin to count objects/actions in different to 10 (one to one correspondence)</p>	<p>To use with increasing accuracy vocabulary involved in adding and subtracting (greater, less than, same, double, half, total, equals)</p>	<p>Identify composition of 5-7 SSM- Begins to order a short sequence of familiar events</p>
<p>UNDERSTANDING OF THE WORLD <u>Past and present</u></p>			<p>Begins to show understanding of the past using books and stories (linked to Lunar New Year:PCC)</p>		

<p>UNDERSTANDING OF THE WORLD</p> <p>DRIVER: People, culture and communities</p>	<p>Begins to describe own environment using knowledge from observations, discussion, stories, non-fiction texts and maps</p>	<p>Begins to know some similarities and difference between religious and cultural communities (see PCC)</p>	
<p>UNDERSTANDING OF THE WORLD</p> <p>Enhancer: (Natural world)</p>	<p>Describes outside using some of their senses.</p>	<p>Describes outside using their senses.</p>	<p>Begins to talk about some important processes and changes</p>
<p>EXPRESSIVE ART AND DESIGN</p> <p>CREATING WITH MATERIALS</p>	<p>Experiments to create different textures</p>	<p>Explores music making</p>	<p>Uses simple tools appropriately and competently</p>
<p>EXPRESSIVE ART AND DESIGN</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<p>Extends play with other children who are engaged in the same theme. (BI)</p>	<p>Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music</p>	<p>Introduces a storyline or narrative into their play.</p>

<p>NON-STATUTORY TECHNOLOGY</p> <p>Non-statutory should be in your weekly provision</p>	<p>Can sequence a series of events (computer science)</p>	<p>Can use various digital technologies with support? (Information Technology)</p>	<p>Can follow a list of instructions? (algorithm) (Computer Science)</p>
<p>NON-STATUTORY SSM</p>	<p>Compare length, weight and capacity (find something that is longer, shorter, heavier, lighter (etc.) than a reference item)</p>	<p>Selects, rotates and manipulates 2D shapes</p>	<p>See maths week</p>