

Literacy

Reading

- Phase 2/3 phonics sound recognition
- Blending and segmenting skills
- Phase 2/3 'tricky word' recognition and spelling
- Answer simple 'where' and 'why' questions about a text
- Orally retell a story using key story telling language (T4W)

Writing

- Use Phase 3 sounds and 'tricky words' in my writing
- Write simple phrases independently
- Begin to use finger spaces and full stops
- Descriptions, characters, settings
- Story retelling writing using 'Talk for writing' strategies
- Fact writing about bears

Spring Term

Fairy Tales



At Harvills, we follow our own skills-based curriculum designed to equip our children with the fundamental skills they need to access all the areas of learning and grow as a person and lifelong learner. The children are encouraged to follow their own learning interests inside and outside the classroom, applying the skills they have learnt. These curriculum outcomes are subject to change as we plan with the children's ideas and interests in mind.

Maths

- Addition and subtraction using objects
- Addition and subtraction using pictures
- Number bonds to 5 and ten
- Simple practical addition and subtraction problem solving activities
- Measurement (non-standard)
- Practical capacity activities and introduction of language such as 'full', 'half full', 'empty'
- 2D shape

Expressive Arts and Design

- Create a model castle using different types of glue to fix materials
- Paint pictures of animals, mixing colours to create the ones I need
- Use collage to create a picture
- Use my imagination and new vocabulary to role-play
- Act out parts of a fairy tale story or traditional tale
- Select my own resources I need to create my ideas
- Develop my drawing skills so that my pictures represent what I am trying to achieve

Understanding of the World

- Seasonal changes (Spring)
- Celebrate different festivals e.g Easter, Chinese New Year, Mother's Day, Valentine's Day, Eid.
- Compare places around the world to where we live
- Identifying features on a map

Prime areas of learning

Communication and Language

- Use new vocabulary in context showing understanding
- Communicate with others in play using lots of words
- Talk about my learning in detail
- Listen to, understand and follow three-part instructions
- Talk and share ideas in both small group and larger group situations

Personal, Social and Emotional Development

- Follow my own learning interests by confidently accessing my own resources I need for learning
- Maintain concentration until I achieve my learning goal during play
- Remain calm and on task
- Include others in play, sharing resources, ideas and roles
- Describe and understand feelings and emotions
- Being kind and show appreciation

Physical Development

- Pencil control
- Letter formation
- Hand-eye co-ordination development e.g throwing, catching, striking, controlled movement of the body
- Continuation of strength building activities to support writing
- Fine motor skills activities e.g fastening buttons, poppers
- Using tools to cut food e.g fruit for snack time