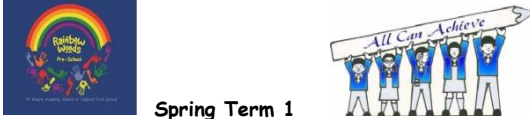


<p style="text-align: center;">Communication and Language</p> <p>Listening Attention Understanding Speaking</p> <ul style="list-style-type: none"> We will join in and retell stories from our core texts asking questions based around who what why where when. We will listen and talk about our core texts to develop our familiarity and understanding. Think of open-ended questions to ask our Forest School visitor on what new things have they explored in the forest. Role play talking to a friend on the phone and inviting them to a Teddy Bear Picnic. Discuss Our Termly Cultural Festival-Chinese New Year and talk about what do they eat, how do they dress, what do they do to prepare, how does our New Year celebrations compare to their celebrations? At snack time continue to use 'snack and natter' to encourage children to discuss about the term's topics. How to stay healthy, how to keep our teeth clean, looking after ourselves and our family. Learn and Sign 'Respect' and discuss ways we can Respect each other. Listen, learn and join in with discussions about our terms cultural Festival and whole school planning dates. <p>Week 1-Here we go round the mulberry bush Week 2-Incy wincy spider Week 3-Jack and Jill went up the hill Week 4-Teddy Bears Picnic song Week 5-When goldilocks went to the house of the bears Week 6-Ten in the bed</p>	<p style="text-align: center;">PSED</p> <p>Self-Regulation Managing Self Building Relationships</p> <ul style="list-style-type: none"> Self-registration and wake and shake. In circle time discuss celebrating different festivals- food, clothes and presents etc. We will be role modelling independence and how the children can manage their own needs (link in with Physical Development) Role play parts of celebrations e.g. Chinese New Year Creating bear activities to encourage the children to share, listen, reason and empathise with each other building friendships. We will encourage good listening, engaging and building relationships with adults and peers. We will talk about what's made us smile today? Our emotions and how we're feeling. Weekly show and Tell-Allowing each child to bring in something special to them to discuss and share with their friends. We will discuss the terms Christian value and link in this terms Jigsaw activities - Dreams and Goals. Talk about our favourite colours and how they link in with our term's cultural festival e.g. Why do they like wearing red at the Chinese New Year Festival. 	<p style="text-align: center;">Physical Development</p> <p>Moving and Handling-Fine and Gross Motor Skills Health and Self-care</p> <ul style="list-style-type: none"> Making Bears out of playdoh using different shaped cookie cutters. Children to create a cake for our Teddy Bears Picnic made from playdough or clay. Make junk modelling binoculars for our Bear Hunt. Develop our fine motor skills- painting outside using large brushes, chalking and threading beads. Learning how to use trikes and scooters safely. Encouraging eating independently. Cutting and slicing up fruit and vegetables for our Teddy Bears Picnic. Modelling putting our coats on, managing buttons and zips. Yoga. Forest school- Seasonal changes walk- 'winter'. Going for a bear hunt walk-Feel the grass, snow, and mud. Wake and shake. Dough Disco. Parachute. 												
<p style="text-align: center;">Literacy</p> <p>Comprehension Word Reading Writing</p> <ul style="list-style-type: none"> Assess and continue with Early Years Talk Boost. Retell stories linked to our core texts. Continue 'Spread the happiness'-Squiggle whilst you wriggle encouraging early writing for pre-schoolers. Forming basic letter shapes through mark making materials (sand, water, shaving foam, paint). Find out about this term's cultural celebration-Chinese New Year- exploring books in our library and learning all about their special celebration. Make a Teddy Bear Picnic Invite (see Twinkl). Letters & Sounds/Phonics play (Jolly Phonics). Phase 1: Aspect (Twinkl) Rhythm and Rhyme. <p>Spring 1 Core Texts:</p> <p>Week 1-Bear feels ill Week 2-Whatever Next Week 3-Peace at Last Week 4-Brown Bear Brown Bear Week 5-Goldilocks and the Three Bears Week 6-We're going on a Bear Hunt</p> <p>All Term-Christian Value Books: Respect. 'Gilbert Learns Respect' and 'Our Choices'.</p>	<div style="text-align: center;">  <p>Spring Term 1</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Theme</td> <td>Winter Wonderland and Bears</td> </tr> <tr> <td>Talk Boost/SALT Plans</td> <td>Look at each child's plan and implement and evaluate each week.</td> </tr> <tr> <td>Circle time focus (Jigsaw)</td> <td>Week 1-Challenge Week 2-Never Giving Up Week 3- Setting a Goal Week 4-Obstacles and support Week 5-Flight to the Future Week 6-Footprint Awards</td> </tr> <tr> <td>Dreams & goals</td> <td></td> </tr> <tr> <td>Snack and Natter</td> <td>How to stay healthy, how to keep our teeth clean, looking after ourselves and our family.</td> </tr> <tr> <td>Health and Wellbeing</td> <td></td> </tr> </table>	Theme	Winter Wonderland and Bears	Talk Boost/SALT Plans	Look at each child's plan and implement and evaluate each week.	Circle time focus (Jigsaw)	Week 1 -Challenge Week 2 -Never Giving Up Week 3 - Setting a Goal Week 4 -Obstacles and support Week 5 -Flight to the Future Week 6 -Footprint Awards	Dreams & goals		Snack and Natter	How to stay healthy, how to keep our teeth clean, looking after ourselves and our family.	Health and Wellbeing		<p style="text-align: center;">Maths</p> <p>Number Numerical Patterns</p> <ul style="list-style-type: none"> Counting cutlery and plates for the Teddy Bear's Picnic. Subitising and exploring the composition of numbers to five. Snack time-counting plates, cups and our snacks, problem solving, asking questions like- if we have three people sat at the table how many plates will we need? Comparing sized bears-Which one is the smallest and which one is the biggest. Compare height and weight with the goldilocks story-Chair and bed sizes and weight of porridge bowls. Positional Language-Using the doll's house to create The Goldilocks and the Three Bears House-On top, underneath, in front and behind. Making repeated patterns when making our coloured counting bear cards. Making porridge, Bear Toast, Gruffalo crumble and heart biscuits-Measuring and counting ingredients.
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<p style="text-align: center;">Understanding the World</p> <p>Present People, Culture and Communities The Natural World</p> <ul style="list-style-type: none"> Talking about how we celebrate our New Year in comparison to different cultures incorporating Chinese New Year Festival. Recognising that people have different beliefs and celebrations. What clothes do people wear? What language do they speak? Do they have fireworks at New Year like we do? What kinds of food do they eat? Do they sing a traditional song like we do? How do animals keep warm in winter? Learning about Polar bear and their habitats Comparing the seasons and types of weather Comparing the artic to our local area Explore different ways to melt ice 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Cultural Festivals and Celebration's Plus, important 'whole school planning' dates.</td> <td> <p>Monday 8th Jan Parents evening for reception, Yr1,Yr2,Yr3,Yr4</p> <p>Tuesday 9th Jan Parents evening for reception, Yr1,Yr2,Yr3,Yr4</p> <p>Thursday 25th January Burns Night</p> <p>Friday 2nd February NSPCC Day Number</p> <p>Monday 5th - 9th February Children's Mental Health Week. As part of our PSED (jigsaw) we will be concentrating on Making Relationships, Self Confidence & Self Awareness and Managing Feelings & Behaviours.</p> <p>Tuesday 6th February Safer Internet Day</p> <p>Saturday 10th February Chinese New Year- Year of the Wood Dragon</p> <p>Monday 12th-16th February School Holiday</p> </td> </tr> <tr> <td>Home links</td> <td> <ul style="list-style-type: none"> Arrange Forest School Leader JS to lead bear hunt activity. New/existing Parents to fill in 'About me' form on Tapestry and bring in family photo to share. Give parents Show and Tell bag. </td> </tr> <tr> <td>Christian Value</td> <td>Respect.</td> </tr> </table>	Cultural Festivals and Celebration's Plus, important 'whole school planning' dates.	<p>Monday 8th Jan Parents evening for reception, Yr1,Yr2,Yr3,Yr4</p> <p>Tuesday 9th Jan Parents evening for reception, Yr1,Yr2,Yr3,Yr4</p> <p>Thursday 25th January Burns Night</p> <p>Friday 2nd February NSPCC Day Number</p> <p>Monday 5th - 9th February Children's Mental Health Week. As part of our PSED (jigsaw) we will be concentrating on Making Relationships, Self Confidence & Self Awareness and Managing Feelings & Behaviours.</p> <p>Tuesday 6th February Safer Internet Day</p> <p>Saturday 10th February Chinese New Year- Year of the Wood Dragon</p> <p>Monday 12th-16th February School Holiday</p>	Home links	<ul style="list-style-type: none"> Arrange Forest School Leader JS to lead bear hunt activity. New/existing Parents to fill in 'About me' form on Tapestry and bring in family photo to share. Give parents Show and Tell bag. 	Christian Value	Respect.	<p style="text-align: center;">Expressive Arts and Design</p> <p>Creating with Materials Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Learn our termly 'Mother Goose' songs-See Communication and Language for our weekly song focus encouraging children to join in with the actions. Take a weekly winter sensory walk around our playground. Create and repeat 'winter' movements and noises-e.g. the wind, rain and animal sounds we might hear. Making Teddy Bear Picnic Invites. Making Winter Animal pictures and masks- Cutting/ Stick/collage Printing - Bears and Goldilocks. Role play to create Teddy Bears Picnic, we're going on a bear hunt and a menu of what The Gruffalo likes to eat. Using different materials to make props from the stories/songs, Fixing/joining - making bridges. Mark Making-Using Paints and various sized paint brushes as well as using Forks, cotton wool/buds and recycled materials. Explore colour and colour mixing when doing pictures- Seasonal colours, recognise and name the secondary colours. Revisit primary colours. 						
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