

## Spring Term 2 Knowledge Progression

## 2024 Classes FST/FAW

	Week 1 Shrove Tuesday 19/02	Week 2 26/02	Week 3 04/03	Week 4 11/03	Week 5 RWI assess 18/03	Week 6 Easter 25/03
<b>Pers onal, socia l and emot ional devel opme nt Celebr ating Heal thy Me</b>	<p><b>I understand that I need to exercise to keep my body healthy</b></p> <p>1. Everybody's Body Children to choose their favourite exercise/sport to colour add to their learning journal evidence. What happens to their bodies when they exercise? Does anything change? Quick experiment: jump up and down as quickly as they can for one minute. How do they feel now/what changes have happened.</p>	<p><b>I understand how moving and resting are good for my body</b></p> <p>2. We like to move it, move it! Warm up with a whole class game by playing the Bean game: Get quicker to increase their heart rates. Recap some of the sports and exercises they thought of in the previous Split class Children have to act out which sport it is; they need to use their whole bodies. Questions: Feel your hearts: what is happening? How does your breath feel? What does your skin feel like? Why is it important to exercise?</p>	<p><b>I know which foods are healthy and not healthy</b></p> <p>3. Food, Glorious Food Make a sandwich and fill it with crisps, sweets, cakes. Pretend to eat it and TA to come in take it away. Why did the sandwich get taken away? Go through foods and decide which foods were healthy and which foods are less healthy and sort in to groups. Ask the question: should we never eat less healthy foods? Questions: What does healthy food do to our bodies? If you ate less healthy food all the time what would happen to your body?</p>	<p><b>I understand why sleep is good for me</b></p> <p>4. Sweet Dreams Show clip of Chitty Chitty Bang Bang, where dad sings to the children as they go to sleep (Hushabye Mountain). Children share what they do at home before they go to sleep Questions: What time do they go to bed? What do they do before they go to sleep? Do they cuddle anything? Opportunity for children to act out bedtime routines.</p>	<p><b>I can wash my hands thoroughly and understand why this is important.</b></p> <p>5. Keeping Clean Show children an array of fruit and vegetable snacks - they need to be FILTHY. Select one and wash it in front of the children. Explain that when they DON'T wash their hands before they eat, it's like eating a carrot/apple covered in dirt. Questions: What happens if we don't wash our hands? What do germs do?</p>	<p><b>I know what a stranger is and how to stay safe if a stranger approaches me</b></p> <p>6. Stranger Danger Read Red Riding Hood. Did RRH know the wolf? He was a stranger. Should she have talked to him? What does a stranger look like? A stranger is anyone you don't know. Although there are kind strangers, some strangers are not. A <i>stranger who is not kind does not have to look scary. What should you do if you get lost? How can you get help?</i></p>
	<p><b>Self Regulation</b> During circle time children to think about others in the playground and what to do if someone is feeling, sad, lonely.</p> <p><b>Managing Self</b> Children will change independently for PE.</p> <p><b>Building Relationships</b> Children to work in groups in PE treasure hunt and think about how to solve the problem.</p>	<p><b>Self Regulation</b> Children will be able to follow the exercises and complete them in a calm manner moderating their behaviour when they become excited.</p> <p><b>Managing Self</b> Children to focus on getting changed independently for PE</p> <p><b>Building Relationships</b> Linked to PE and working together to find the best way to get to the top of the ladder.</p>	<p><b>Self Regulation</b> Linked to the story of Elmer how do we thin Elmer felt at the start of the story? Glum, gloomy. Elmer is fed up because he thinks other elephants are laughing at him. Linked to TTS.</p> <p><b>Managing Self</b> Children to know which foods are healthy and not healthy. Children can plan a healthy pack lunch box.</p> <p><b>Building Relationships</b> Elmer feels left out because he is different from the other elephants. Can you think in your groups what could we do to help Elmer?</p>	<p><b>Self Regulation</b> Does Elmer behave in a nice way or not a nice way? How do we know? Children to consider others feelings.</p> <p><b>Managing Self</b> Children to talk about why sleep is good for me.</p> <p><b>Building Relationships</b> Children will listen to each other's ideas about sleep and come up with a healthy sleep routine e.g. no screen time, bedtime story etc.</p>	<p><b>Self Regulation</b> Everyone is laughing at Fred the frog for being dirty and smelly. How do you think he is feeling?</p> <p><b>Managing Self</b> Children can recognise why it is important to wash their hands and stay clean.</p> <p><b>Building Relationships</b> Children will work in a group and listen to each other's ideas to help solve how to help a dirty Fred the frog clean.</p>	<p><b>Self Regulation</b> Have we ever been lost? How might we feel? Link to previous learning about Superheroes.</p> <p><b>Managing Self</b> Children to talk about how to keep safe when out and about. Linked to PSHE. Recap Term 1 Superheroes.</p> <p><b>Building Relationships</b> Working in groups, children work together to decide a solution on how to help someone if they are lost.</p>

P h y s i c a l D e v e l o p m e n t	G r o s s M o t o r S k i l l s	<p>Arena -Under The Deep Blue Sea Warm Up . ask them to take their fish on a journey through the sea and each time they hear 'shark'; they have to freeze and hide the fish. Introduce ways of travelling: Ask them to try: a curve pathway a wavy pathway a darting pathway Now, develop their stillness by snuggling into a rock at the bottom of the sea, or coral or hiding in swaying seaweed to disguise themselves. Can they move with the seaweed? Show images of shoals of fish. interpret into flocking movement guided by teacher. Staying close together following the leader of the shoal and the variety of ways to travel. e.g. shuffling, slow motion, darting, diving, wriggling</p>	<p>Arena -Under The Deep Blue Sea Warm Up- Follow My leader Game- Revise flocking moves from session 1. e.g. shuffling fish, diving dolphin, circling shark and nervous crabs. Teach the class the first part of the Unison Set Phrase that has the actions of different sea creatures building on the flocking e.g. Wobbly octopus, darting fish, star-jumping starfish, circling sharks. Build the phrase by adding on each creature to the original phrase then practicing from the beginning. In pairs perform the two creatures travelling pathways side by side. Cool Down Down Mind magic: Close eyes and take a mindful breath slowly in for 3 and out for 3</p>	<p>Arena -Under The Deep Blue Sea Warm Up- Fishy Fishy Shark: Begin with the circle version and then move to standing with sudden stops, faster running and changes of levels. Sticky Icky Star Fish Disco Individually explore using their starfish suckers to stick to anything... green, wooden, see though, soft, beginning with a letter e.g. S etc. (SG) Creative Task: In pairs find 3 -5 different ways to 'sticky-icky' connect to their partner e.g sticky icky hands/ feet/ bellies /elbows. Cool Down-Sit in a space, sit mindfully with spine straight and body relaxed. Close eyes and take a mindful breath slowly in for 3 and out for 3. Keeping eyes closed listen to sounds inside the hall.</p>	<p>Arena -Under The Deep Blue Sea Warm Up - Moving in different ways e.e.g . Shoal of Fish with shuffling, diving, hiding, nibbling, 2. Shuffling in as a shoal of slow fish 3. Take their hands and lift them up as high as they can whilst walking 4. Dive down to run into the centre of the room 5. Hide as a fish like a small rock 6. Crawl like a crab across the space. 7. Nibble like a little fish on their own for 8 counts then come back to the teacher before 8. 8. Become the sea weed. 9. Become a giant wave. Rehearse the Unison Set Phrase (see Set Phrase) adding final moves considering levels, dynamics and timing. Cool down-Sharing Magic</p>	<p>Arena -Under The Deep Blue Sea Warm Up: Musical statues and Simon says which is under the sea themed e.g. travel like a crab, Simon says sway like seaweed. Revisit and remind them of the skills they discussed. Technique: Model the moves for the chn to copy. Start in a space - whole class 1. All wobble their arms and legs 2. Turn and wobble arms 3. Fish hands, sway side to side 4. Shark fin (hand) on their head and circle in a slow middle level 5. Big shark jaws open and close x4 6. Starfish jumps x 4 7. Stand in a wide leg position with arms moving is to side as claws 8. Gallop to one side with crab claws How will they end the dance? Cool down: Watch the video. What have they improved</p>	<p>Arena -Under The Deep Blue Sea Warm up Game - Musical Statues: Follow the teacher with rhythm patterns, Simon says style miming to build nonverbal communication. Technique - Building accuracy and memory · Rehearsal and talk through the order of the unison set phrase. · Identify musical cues and moments to focus front. · Set spacing and remind them of pathways, shapes or dynamics. · Rehearse the dance with the chn, giving feedback and solving problems each time. 1st rehearsal, talk and walk thorough 2nd rehearsal. dance to the music and give cues. 3rd rehearsal, music and no teacher cues. Watch videos-an they tell the teacher or a friend what the most fun moment of the dance was?</p>
		<p><b>Gross Motor</b> Can you stop and start with control?  Can you use flocking and different travelling steps to create a dance about a shoal of fish?  <b>Fine Motor</b> Children will use a tripod grip correctly to form the lowercase letters. To practice writing i, l and t with correct formation,</p>	<p><b>Gross Motor</b> Can you stay balanced and stable in different positions?  Can you develop and remember movement actions for a dance? Can you include a change in levels and speed within your dance?  <b>Fine Motor</b> To form the lower case letters u, w and e correctly. Children to cut square shapes.</p>	<p><b>Gross Motor</b> Can you bounce a ball and pass a ball into a target?  Can you create a duet with different starfish shapes? Can you add in exciting energetic movements?  <b>Fine Motor</b> To form the lower case letters c and o correctly. To write words containing c and o. To paint using thinner brushes.</p>	<p><b>Gross Motor</b> Can you listen to instructions and move in different ways with control?  Can you perform a dance about the creatures of the sea linking moves together fluently and in unison?  <b>Fine Motor</b> To form the lower case letters a and d correctly. To sit with correct posture. To paint using thinner brushes.</p>	<p><b>Gross Motor</b> Can you use the skills you have learned to play a game?  Can you develop your skills in the performance of a dance?  <b>Fine Motor</b> To form the letters n, m and h correctly. Children to cut triangle shapes.</p>	<p><b>Gross Motor</b> Can you use the skills you have learned to play a game?  Can you practice and perform a dance based on creatures living under the sea?  <b>Fine Motor</b> To form the letters j and y correctly. Children to cut circle shapes.</p>

	F i n e M o t o r S k i l l s	<p>Weekly Opportunities</p> <ul style="list-style-type: none"> <li>• 5 Minute Daily Movement break</li> <li>• "Funky Fingers" activities - e.g. using tweezers, threading buttons and beads, weaving, small peg boards, elastic band boards</li> <li>• Support to develop pincer grip - small motor skills</li> <li>• Handwriting practise - developing accurate fluent handwriting style</li> <li>• Cutting skills- cutting different sized shapes</li> <li>• Copying and creating large and small scale patterns - chalk, felt tips, paint, pencils, sand, shaving foam</li> </ul>				
Com muni catio n and Lang uage	<p><b>WORD OF THE WEEK -</b>  Week 1 - Expedition Week 2 - Gigantic Week 3- healthy Week 4 -nimble Week 5 -curious Week 6 - herd  <b>Listening:</b> Maintain attention in different contexts. Listen to and talk about stories to build familiarity and understanding. Listen to stories, anticipating some key events and recall character names. Understand why listening is important. Listen to and talk about non-fiction books linked to elephants to develop a deep familiarity with new knowledge and vocabulary  Learn new rhymes, poems, and songs.  <b>Speaking:</b> Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences.  Use Safari Cafe and Home role play areas to encourage children to work together to  Develop questioning such as -What has happened? Why are they there? What might happen next? Encourage children to create storylines of their own. Answer simple questions starting with how, who and where in relation to stories and their own experiences. Use new vocabulary through the day in discussions and conversations. Use new vocabulary in different contexts. Describe events in some detail. Begin to connect one idea or action to another using a range of connectives.</p>					
	<p><b>Listening, attention and understanding</b>  Children will ask questions about the story of Elmer and answer in talk partners.</p> <p><b>Speaking</b>  Children will use vocabulary from the story of Elmer.</p>	<p><b>Listening, attention and understanding</b>  Children will make comments about the story of Elmer and how he's feeling.</p> <p><b>Speaking</b>  Children to use the vocabulary of the week- slipped away, absolutely, serious, burst, gasped, celebrate and decorate.</p>	<p><b>Listening, attention and understanding</b>  Children to retell the story of Elmer.</p> <p><b>Speaking</b>  Children will use the vocabulary linked to the topic amazing animals and elephants.</p>	<p><b>Listening, attention and understanding</b>  Children to ask questions about elephants.</p> <p><b>Speaking</b>  Children will use the vocabulary linked to the topic amazing animals and elephants.</p>	<p><b>Listening, attention and understanding</b>  Children to ask questions about Africa and what it's like to live there.</p> <p><b>Speaking</b>  Children to use the vocabulary linked to Africa and speak in small groups.</p>	<p><b>Listening, attention and understanding</b>  Children to ask questions on amazing animals to clarify their understanding.</p> <p><b>Speaking</b>  Children to share their questions about amazing animals.</p>
Lite racy	<p><b>Read Write Inc</b>  Set 1 -Group A 1:1  Set 1 sounds C  Ditty Group  Red Group  Green Group</p>	<p><b>Word Reading</b>  Children will recognise taught digraphs and trigraphs from Set 1 and Set 2 sounds. Children will read aloud simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>				

<b>L i t e r a c y</b>	<b>C o m p r e h e n s i o n</b>	<b>Comprehension</b> Children will be able to talk about the characters in the books they are reading. Children will retell a story and follow a story without pictures or props. Children will show interest and answer simple questions about the text.					
		Children will be able to talk about characters. Read story Elmer and Who are the characters in the story? (Elmer, the other elephants) Who is the main character in the story? (Elmer) Why is Elmer is fed up with being different from the other elephants?	Children to use language from the story: slipped away, absolutely, burst, gasped, celebrate, decorate.	Children will retell the story of Emer without prompts to each other and encouraged to use story vocabulary.	Children will be able to answer questions about Elephants non-fiction book and show interest.	Children will be able to answer question about Elmer and Wilbur and compare stories. What is similar and what is different?	Children will be able to discuss the characters in the book and describe them.
<b>w r i t i n g</b>	<b>Writing</b> To begin to form capital letters correctly. To spell words using taught sounds, including set 2 special friends. Children will write labels/phrases representing the sounds with a letter/letters.						
	Children to write a caption about an elephant picture using finger spaces and Fred fingers for spelling.	Children will use finger spaces to write a sentence about a pig in mud.	Children to write a sentence about a fox in a box. Focus on using a capital letter. Looking at rhyming words and finding out one out. Look at Red words I, the	Children will write a sentence about a duck and frog in the pond. Children to use special friends in their writing. Children to use a capital letter.	Read Non-fiction books about elephants and write a sentence about elephants using a capital letter with correct formation. Discuss factual sentences and children to write a 'Did you Know' fact about elephants. Make class Fact File Book	Easter story	

<b>M a t h s</b>	White Rose Length, Height and time. I can explore length. I can compare length. I can explore height. In small steps, children explore objects and begin to use the language of length to describe them. Make simple comparisons to develop a sense of 'long and short. Children to explore height of towers and compare objects Key vocab, Long, short, longest, shortest, short, tall, NCTEM Maths wk 14	White Rose Length, Height and time. I can compare height. I can talk about time. I can order and sequence time. Using the language 'tallest', 'shortest', 'taller' and 'shorter' children to make comparisons. Children begin to understand simple time differences, such as night and day. Children are encouraged to use simple strategies to discuss time and then progress to ordering and sequencing simple events. Key vocab short, tall, shortest, tallest, minute, second, day night NCTEM Maths wk 15	White Rose Building 9 and 10 I can find 9 and 10. I can compare numbers to 1. I can represent 9 and 10 I can conceptual subitising to 10. I understand what 9 looks like in a ten frame and that there is one empty space. Represent in 9 and 10 in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame. I can compare numbers within 10. Key vocab; match, set, quantity, altogether, counted, compare, more, fewer, the same NCTEM Maths wk 16	White Rose Building 9 & 10 I know 1 more. I know 1 less. I can explore composition to 10. I can explore bonds to 10 (2 parts) Finding '1 more' and '1 less' with numbers to 10 by now recognising this pattern with the numbers to 10. Children to represent their different compositions of numbers to 10 by providing varied representations Key vocab: less, more, before, after, whole, part, altogether, NCTEM wk 17	White Rose Maths Building 9 and 10. I can make arrangements of 10. I can explore bonds to 10 (3 parts) I know doubles to 10. (find a double) I know doubles to 10 (make a double) I can explore even and odd. Children explore bonds to 10 further and learn that there can be three or more parts. Concept of doubling and the fact that this means 'twice as many. Children make their own sets and arrangements of doubles. NCTEM wk 18	White Rose Maths Explore 3D shapes. I can recognise and name 3-D shapes. I can find 2-D shapes within 3-D shapes I can explore 3-D shapes for Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice. NCTEM Maths wk 19
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<b>Understanding the World</b>	<p><i>Past and Present</i> Children will know about the past through settings, characters and events</p> <p><i>People, Culture and Communities</i> Children will recognise some similarities and differences between life in this country and life in other countries. Name some countries</p> <p><i>The Natural World</i> Children will make observations about animals discussing similarities and differences.</p>					
<b>Understanding the World</b> Past and Present -People, Culture and Community -The Natural World	Children can name some countries. Introduce amazing animals. Use map to locate where elephants live. What animals would we like to learn about?	Children will recognise some similarities and differences between life in this country and life in other countries. Focus on Africa and compare to where we live. What is the weather like? What is their habitat like? What is it like to live in Africa?	Children will make observations about animals and discussing similarities and differences. Compare African and Indian Elephants. What is different? What is the same?	Mothers Day. Why do we celebrate Mother's Day. Discuss how it is thought to have begun from visiting Mother church. What do people do to say thank you to their Mum's. What will you do for your Mummy? Make Mother's Day cards, bouquets.	Discuss when Spring officially begins -19th March. Recap the seasons. How many are there? Which season do we think begins this week? What do we hear in spring? Go on a spring walk and look out for signs of spring.	What do we feel in spring (weather)? Discuss the weather in spring.
RE Shrove Tuesday what is it why do we celebrate it? Why is Easter special for Christians? - What happens at the end of winter and the beginning of spring? Why is Easter special for Christians? - What do Christians believe happened to Jesus? St David's Day- Why we celebrate it, locate Wales on Map. Mothering Sunday Easter-Why do Christians think this is such an important story? What do Christians do at Easter? Recognise some symbols Christians use during Holy Week eg palm leaves, cross, eggs						

<b>Expressive Arts &amp; Design</b>	Charanga- Our World I can listen to and respond to music. Listen -Lovely Day by Bill Withers Using the games track, find the pulse in different ways. Learn to sing and play Old Macdonald Listen to, sing along with and play with the action song The Wheels On The Bus	Charanga- Our World I can listen to and respond to music and perform Listen - Beyond The Sea sung by Robbie Williams Create your own sounds with voices and/or instruments Sing Old Macdonald Incy Wincy Spider Listen to, sing along with and play with the action song The Wheels On The Bus	Charanga - Our World I can explore high and low pitch Listen - Mars from The Planets Suite by Gustav Holst Explore high and low (pitch and improvisation with voices) Sing Old Macdonald Baa Baa Black Sheep Listen to, sing along with and play with the action song The Wheels On The Bus	Charanga - Our World I can learn to sing nursery rhymes. Listen - Frog's Legs And Dragon's Teeth by Bellowhead. Explore high and low pitch Learn to sing Baa Baa Black Sheep Row, Row, Row Your Boat Listen to, sing along with and play with the action songs:	Charanga - Our World I can learn to sing nursery rhymes. Listen - Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Using a games track, find the pulse in different ways Rhythm games (copycat) Learn to sing Baa Baa Black Sheep. Row, Row, Row Your Boat	Charanga - Our World I can share and perform Listen - Singing In The Rain performed by Gene Kelly Create your own sounds Learn to sing and play nursery rhyme/s Old Macdonald Incy Wincy Spider Listen to sing along with and play with the action songs: The Hokey Cokey
<b>Expressive Arts &amp; Design</b>	<b>Matters</b>			<b>Learning opportunities</b>		
Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.				<ul style="list-style-type: none"> <li>• Colour mixing</li> <li>• Sunset pictures-colour wash</li> <li>• Elmer pictures, collage</li> <li>• Listening to African music, playing African drums</li> <li>• Storytelling through small world and construction play</li> <li>• Daily role play opportunities indoors home corner and outdoors safari cafe- children's innovated stories, role play areas in the classroom ice cream shop</li> </ul>		