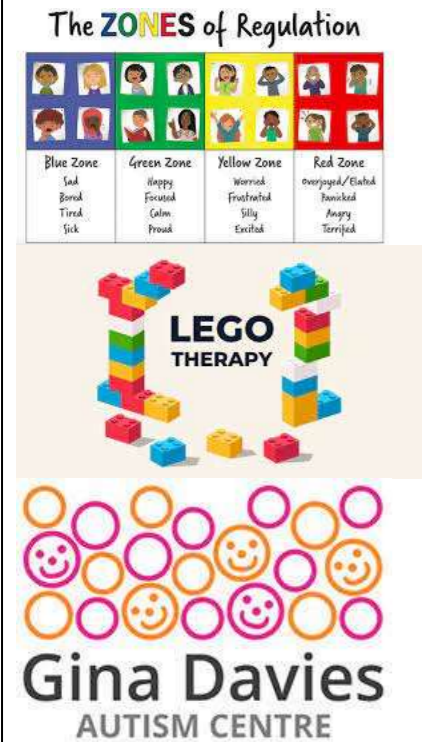


# Spring 1 - Being Kind and Caring/Developing Our Social and Emotional Skills

## T4W- Snail and the Whale & Giraffes Can't Dance

<u>My Mental Health and Wellbeing</u>	<u>My Thinking and Problem Solving</u> <u>My Play</u> <u>My Dressing</u>	<u>My Physical</u> <u>My Dancing</u> <u>My Healthy Eating</u> <u>Sports</u>	<u>Literacy</u> <u>Talk for Writing</u>	<u>Maths</u> <u>White Rose Maths</u>
<p>EYFS link: Personal, Social and Emotional Development National Curriculum link: Personal, Social, Health &amp; Economics</p>	<p>EYFS link: Communication and Language</p>	<p>EYFS Link: Physical Development National Curriculum: Physical Education</p>	<p>EYFS Link &amp; National Curriculum: Literacy</p>	<p>EYFS Link and National Curriculum: Maths Number and Place Value Birmingham Toolkits</p>
<p><b>EQUALS: My Mental Health and Well-being</b></p> <ul style="list-style-type: none"> <li>Take a photo of the learners' face, print it life size, sketch in a body in silhouette. Fill this in collage style with things, activities, food, clothing, people the individual likes, either taken as photos or cut out from magazines.</li> <li>Compare and contrast photos of family, houses, cars, pets, anything that learners might feel is important. Look for similarities as well as differences (UTW).</li> <li>Explore same and different cultures and groups that children belong to: families, places, pets, homes to show both similarities and diversity (UTW).</li> <li>Mindfulness breaks</li> </ul> <p><b>EYFS: Personal, Social and Emotional</b></p> <p>*Express their feelings and consider the feelings of others. Discuss how Little Pip felt when she was lost. Have the children felt like that? Create a 'feelings' table. Have mirrors, emotion cards and emotion teddies around. Provide children with writing /drawing stimuli for them to express their feelings.</p> <p>*Build constructive and respectful relationships by encouraging chn to express their feelings, Talk about what makes them special? Encourage chn to identify unique characteristics about themselves: how they are similar to others, how humans are similar to or different from animals and express their uniqueness through moulding sculptures using clay.</p>	<p><b>EQUALS: To explore the outdoor school/environment using all my senses. o be confident in touching, smelling, listening and looking.</b></p> <ul style="list-style-type: none"> <li>Take part in sensory walks. Stand/sit still and experience the outdoors – what can you see, hear, smell and feel? Stop to listen/ look/ feel/ smell. Use a timer (e.g. 30 seconds) to quietly experience. Record (as appropriate e.g. scribe) responses to create simple group forest poems.... I hear.... I see.... I feel..... I smell.....</li> <li>Take clear plastic bags to collect items of interest to take back to class. Use these for a classroom or individual sensory tray. Encourage learners to only pick fallen or dead flora to ensure minimal ecological impact. Model this to the learners .</li> <li>Leaf showers, jumping in leaf piles.</li> </ul> <p><b>EYFS: Communication and Language</b></p> <p>*Practitioners to model sentence structure and phrases to support chn building up knowledge of new language throughout the day.</p> <p>*Building up new language taking part in Bringing Words to Life games, taught through new learning and set provocations, use topic books and explore likes/dislikes.</p> <p><b>Set up provocations:</b></p> <p>How can we melt the ice and save the animals investigation, which material would be best for the Winter e.g dissolving, evaporating, (how long does it take for the ice to melt in different ways) Ensure the discussion is focused on sentence structure with sentences said correctly supported by staff, ensure we are encouraging children to think for themselves, extend their</p>	<p><b>EQUALS: My Physical- Sports</b></p> <ul style="list-style-type: none"> <li>Hopscotch</li> <li>Ring-a-Ring-a-Roses</li> <li>Grand Old Duke of York</li> <li>Duck, Duck, Goose</li> <li>Large constructions for both indoors and outdoors can be used for obstacle races.</li> <li>To select, access and use a wheeled toy appropriately (bikes/ scooters). Children to demonstrate you can steer around the track.</li> <li>Simple drills-dribbling ball bouncing relay races:</li> <li>Hitting practise (racket/bat, using a tee)</li> <li>Keeping balloons up</li> <li>Different throwing techniques – underarm, overarm, lobbing</li> <li>Transferring from walking to running with changes of pace.</li> <li>Balancing</li> </ul> <p><b>EQUALS: My Physical-Healthy Eating</b></p> <ul style="list-style-type: none"> <li>Look at what we might eat at different mealtimes – take photos of our meals or make a list of what we eat at different times of the day: breakfast, lunch, dinner, snacks, packed lunches, treats.</li> <li>Recognise that there might well be cultural differences in this list (UTW).</li> <li>Set up a healthy sandwich challenge.</li> </ul> <p><b>EQUALS: My Dance</b></p> <p><b>Dance 1– Dynamics: Characters and Occupations</b></p> <p><b>Week 1: Encountering</b></p>	<p><b>EQUALS: My Outdoor School</b></p> <p>To be actively involved in the resourcing and telling of familiar stories, plays, poems. Tell the story of The Snail and the Whale using the text map. Gather the props identified in the story.</p> <p><b>T4W text</b></p> <ul style="list-style-type: none"> <li>Snail and the Whale</li> <li>Giraffes Can't Dance</li> </ul> <p><b>Non-fiction text</b></p> <ul style="list-style-type: none"> <li>National Geographic Whale</li> <li>Under the sea 1, 2, 3</li> <li>Life cycle of a penguin</li> <li>National Geographic Giraffes</li> <li>Let's Explore Safari</li> <li>Introducing Africa</li> </ul> <p><b>Communication week</b></p> <ul style="list-style-type: none"> <li>One love</li> </ul> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>How are You Feeling Today?</li> <li>The Same but Different</li> <li>Elmer</li> <li>If all the World Were</li> </ul> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>One love</li> <li>Makaton - FEELINGS / EMOTIONS</li> <li>Makaton - FAMILY - Singing Hands</li> <li>Makaton - THE MORE WE GET TOGETHER</li> <li>Makaton - ELEPHANTS HAVE WRINKLES</li> </ul> <p><b>Educational Visits</b></p>	<p><b>EQUALS: Maths</b></p> <ul style="list-style-type: none"> <li>Continue to practice counting. ~Use number songs 5 Little Monkeys Jumping on the Bed. Represent each verse with counters on a 5 frame, displaying the numerals alongside. See scheme</li> <li>Provide examples contrasting familiar numbers with 0 to support the children's understanding that 0 represents the absence of something.</li> <li>Keep encouraging chn to guess how many before counting.</li> <li>*count out a number from a set of objects-give me 7 and chn are confident at counting out exactly 7.</li> <li>*one more and one less</li> <li>*Subitise by playing games, by playing 'hide and reveal' game that prompt children to subitise or see the number of the group without counting. Put three bowls over one, two and three jewels. Quickly lift and replace one bowl and challenge children to say how many there are. Swap the bowls around rapidly for a minute.</li> <li>*Introduce 5&amp;10 frames. Use objects so that chn familiarise themselves with the tens structure of the number system.</li> <li>*link the numeral with its cardinal value, for example place numbers in order and place the matching numeral on top.</li> <li>Introduce the game of snap or matching pairs so that chn quickly recognise matching numeral and amounts.</li> <li>*Children will continue to develop the understanding that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 4 and 5. For example 5 can be composed of 1 and 1</li> </ul>

\*Building friendships are really important, support chn with listening to each other. Ensure that chn are encouraged to share and have that as an important part of their play-small group sessions will help develop all these essential skills. Read books about friendships. activities.



**EQUALS: My Outdoor School**

• Squirrels – collecting/hiding/finding nuts or cones. Pupils hide their own and observe where others are hidden, going to find them. See if learners can remember where they've hidden their cache on the next session. Who can find the most?

**To identify life lived outdoors.**

- To make homes for creatures that live in the outdoor school- penguins. Use construction materials to create a small shelter suitable for penguins.
- Bird boxes. Making sure that they're put up in winter, ready for nesting in spring.

**EYFS: How Are You Feeling Today?**

**communication ability and deepen understanding.**

\*Use provocations and shared reading to continue to develop the chn's ability to ask questions to deepen understanding of new learning. Practitioners should model how they are interested through what they say, e.g 'Wow look how the ice is melting, isn't that amazing.' So that practitioners can check understanding of what has been said and good understanding of concepts being learnt is clear. \*Ensure there is a focus on where and when questions, once they are confident with asking these deepen understanding with why and how questions. When ready, begin to understand 'how' and 'why' questions, through stories Air questions, sentence stems: I think...because..., drawings/paintings, story sequencing, small world scenarios of stories for chn to re-enact, sensory experiences of stories. \*As part of everyday practice encourage chn to develop their use of complex sentences. Use colourful semantics to build up complex sentence. Ensure practitioners paraphrase so that chn begin to use sentence structures correctly, especially tense. Shared reading will continue to develop these skills with the use of sentence stems. \*Begin to connect one idea to another using connectives, explain why for example 'it must be cold outside because I need my coat.' \*Continue to build up the love of stories building familiarity and understanding. ~Encourage chn to have a favourite story that they like to re-read and become very familiar with. ~ Through modelling of storytelling and shared reading build in echo reading so that chn are trained to use their voices to show engagement and understanding of stories being read. ~Teach chn to think about the characters in the story, encourage chn to make a voice that is appropriate to the character. This will encourage chn to make the character come more alive and therefore chn will feel more a part of the story. \*Demonstrating good looking, sitting and looking. Able to listen and maintain interest and apply key learning in focus activity: Non-chronological reports, text mapping, short burst

Travel and stop – forwards, backwards, sideways adding exercises. Bend and stretch knees; swinging arms forward and backwards, turn and balance. Improvise with these commands: Travel forwards, backward, sideways, making into a game. - Walk in a mood: Stand at the edge of the room and walk into the centre (eg happy, angry). - Show the group a picture featuring characters in action as a stimulus. Ask pupils what different jobs/occupations are there? What might the characters do? How might they move? How might they feel?

**Week 2: Exploring**

Choose a character in the picture and select props and take on the character. Find two or three further poses (gestures – what would they do next?) that would fit the character or their occupation. Hold each one for a count of 4 beats then change. Walk as the character: travel from one side of the room.

**Week 3: Developing Understanding**

Perform the rehearsed poses linked in between with travelling in character.

**Dance 2: Body– Folk Dance**

**Week 4: Encountering**

Teach the Schottische step pattern that can be adapted to and occurs in different traditions across the British Isles; for example, Morris dancing, Riverdance. Listen to the song – how many times is it repeated? Sit in a circle and explore actions.

**Week 5: Exploring**

Teach steps so that they become progressively harder.

**Week 6: Developing Understanding**

Whole group dance: Perform in a circle or in lines facing the front or each other. Thinking about posture, arm actions. Negotiate when to move forwards and backwards (e.g. for the chorus which repeats twice each time).

In small groups devise a sequence to include two changes of direction, performing on the spot and travelling. Decide how to perform in relation to each other.

**EYFS: Physical Development**

\*Develop overall body strength, co-ordination, balance and agility. Developing freedom of expression and stability.

- ACE dance

**Talk for Writing**

- Hook
- Immersion
- Sensory story
- using props, pictures, ask questions, inference, predict.
- Short burst – Character/Setting
- \* Writing a sentence process.
- \*Handwriting practice of letter for the day.
- \*Shared sentence
- \*Dictated independent sentence
- \*Independent word/sentence
- \*Re-practise any letter formation they need to focus on.
- Retell and Text map – Beginning, Middle & End.
- Innovation
- Creative writing
- Writing for a purpose

**EYFS: Links Literacy**

- \*Children are understanding more complex stories, they are becoming more confident with story structures and learning new and relevant language.
- \*Children are becoming more confident with the phonics they are learning, and this is having a positive impact on reading and writing.
- \*Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability.
- \*Chn are able to read more complex reading books using the phonics they are learning. Chn are confident at blending and recognising a few exception words.
- \*Tricky words are taught daily to read and spell until children are able to say them interpedently.
- Introduce children to read simple sentences and phrases as part of their focus reading. Keep re-reading until children are confident with what they are reading to help develop fluency.
- \*Through focussed writing children will be beginning to form the graphemes they are learning correctly.
- \*Children will be given opportunity to practice writing independently across the curriculum.

and 3 or 2 and 3 or 1 and 4. Encourage them to subitise (instantly recognise these small quantities without counting). \*Play Bunny Ears-Using 2 hands to be the ears, how many ways can you show 4 or 5 fingers? Can you see what number I have made? Can you make ears the same as mine? Can you make the same number in a different way? How many different ways can we find? \*Use the number shapes to investigate which smaller numbers combine to make exactly 4 or 5. Check by sitting them on top of the whole number. Is there more than one combination? Which number has the most combinations? \*Provide cubes in 2 different colours. Ask the children to build a tower of 5. Compare the towers. What is the same? What is different? How many different towers can you build? What if you make towers of 4 cubes? \*Add a set of balance scales to the dough area and encourage the children to compare the weight of different size balls. To provide further interest, encourage the children to use loose parts to balance the dough on the scales. \*Provide a selection of wrapped parcels of various shapes and sizes. Ask the children to compare parcels to see which are heavier and lighter than others. Can they find the heaviest parcel? Can they find the lightest? Are larger parcels always heavier?

**NC: Shapes**

- Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).

<p>Continue supporting children to discuss about feelings and well-being and how important it is to say how they are feeling and why they are feeling this way.</p> <p><a href="#">(521) Makaton Topic - FEELINGS / EMOTIONS - Singing Hands (ft Dave Benson-Phillips) - YouTube</a></p> <p>Children to draw how they feel on a template of a face.</p> <p><b>EYFS: Being kind</b>  <b>Sing</b>  <a href="#">(521) Makaton - THE MORE WE GET TOGETHER - Singing Hands - YouTube</a></p> <p><a href="#">Kindness PowerPoint   Educational Resources   Twinkl USA</a></p> <p>Encourage children as you go through the PPT of different ways they could be kind. Go and do one kind deed.</p> <p><b>UNICEF -Family</b>  Have a range of families to show and link the families to people they know in school.  - Things that are different but similar, e.g. both have hair, but it is a different colour, length, etc.  -Take feedback from a few pairs at each stage.  -Discuss: there are lots of things that are the same about you all, but everyone is different too. There is nobody the same as you – everyone is unique</p> <p><b>Unicef - My home, your home</b>  -Tell the children that they are going to think about their own homes, and how they feel about them. For example: special, safe, warm, belonging, loved, etc.</p> <p><b>EYFS: Developing Confidence</b>  Children to learn how to paint a rainbow – Talk about what they are good at. Children to write or draw what they are good at on stars to attach to their Rainbow class display. This can be added to at any point.</p> <p><b>EYFS: The Same but Different (text)</b></p>	<p>writing &amp; how to look after an egg instructional text.  ~during shared reading make comments that will make chn think deeper, e.g. “That looks dangerous...”</p> <p><b>WELCOMM – Language for Thinking and Chatty Bats</b></p> <p><b>NC: English Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> </ul>	<p>~Travels in a range of ways (over, under, through) climbing equipment. Confidence  ~Jumps and lands with stability.  ~Polar expedition assault course using challenge cards of different polar animal movements (leap like fox, crawl like polar bear, fly like an owl, waddle like a penguin).</p> <p>*Really important that all chn are very active and get out of breath several times a day. During their physical activities outdoors encourage chn to, spin, rock, tilt, fall, slide and bounce.</p> <p>*Put a dance routine together based on the story of PIP.</p> <p>*Understands need for good hygiene, health and well-being.  ~Workshops with parents, focus on good sleep routine, screen time and the importance of being healthy.  ~visit from the Dentist  ~Eats a range of healthy food type.  ~Healthy eating food plate, sorting healthy and junk food.  `Healthy eating workshop. Making a healthy salad bowl.</p> <p>Daily keeping fit challenges: how many stars jumps in one minute? How many hops? How many bounces? Circuit stations – beat the timer</p> <p>*Continue to build up the confidence to safely use small and large apparatus indoors and out. Encourage chn to build Dens in the outdoors. Crawl through tunnels and successfully use the parachute. Chn use large apparatus in the hall to build up balancing skills.</p> <p>*Develop the foundations of a handwriting style. First develop this style through free drawing.  Daily handwriting practise to know how to form letters correctly.  ~phonics, morning time, group work will all support this, ensuring that regular repetition will ensure that handwriting is automatic, efficient and fluent</p> <p><b>NC: PE</b></p> <ul style="list-style-type: none"> <li>• Pupils should develop fundamental movement skills, becoming increasingly</li> </ul>	<p>*Chn will be encouraged to read independently. Re-read books to build up confidence.</p> <p><u>Writing</u> – Segment sounds and blend them together and use letter names.  ~Break the flow of speech into words  ~ some chn use conjunctions</p> <p><u>Reading</u>- Begins to read words and simple sentences.</p> <ul style="list-style-type: none"> <li>• Phonics books</li> <li>• Phonics</li> </ul> <p><b>NC: Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> </ul> <p><b>NC: Comprehension</b>  Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</li> <li>• being encouraged to link what they read or hear to their own experiences;</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;</li> </ul> <p><b>NC: Spelling</b></p> <ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;</li> </ul>	
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<p>Build constructive and respectful relationships by encouraging children to express their feelings, talk about what makes them special? Encourage children to identify unique characteristics about themselves: how they are similar to others, how humans are similar to or different from animals and express their uniqueness through moulding sculptures using clay.</p> <p><b>UNICEF –Diversity</b>  - Children think of their favourite toy. How would they feel if they lost it, or it got broken, or they had to give it away? Do they think .... feels like that about his/her .....</p> <p><b>Read one love</b>  -Create a class display on friendships &amp; what makes us special. Paint self-portraits.</p> <p><b>Learn the song -</b>  <a href="#">(521) "One Love" Storytime Singalong with Ryan and Teresa - YouTube</a></p>		<p>competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p><b>NC:Handwriting</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> </ul>	
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