



Communication and Language:

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy: Through reading traditional tales and stories around the world children will:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Personal, Social and Emotional Development:

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Manage their own needs – personal hygiene.

Know and talk about the different factors that support their overall health and wellbeing.

Mathematics:

Count objects, actions and sounds.

Subitise.

Link the numeral with its cardinal number value.

Count beyond 10.

Compare numbers.

Understand the 'one more/one less than' relationship between consecutive numbers.

Physical Development:

Sports coach – Fridays Gymnastics

Within the classroom:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing

Understanding the world:

Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



Benwick Primary School – Spring Term Curriculum Map for Robins Class



<p>- Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>- Read words consistent with their phonic knowledge by sound-blending;</p> <p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing</p> <p>- Write recognisable letters, most of which are correctly formed;</p> <p>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>- Write simple phrases and sentences that can be read by others.</p>	<p>Explore the composition of numbers to 10.</p> <p>Recall number bonds 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>People, Culture and Communities</p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and design:</p> <p>Creating with Materials</p> <p>Children at the expected level of development will:</p> <p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>Enrichment this term:</p> <ul style="list-style-type: none">• Chinese New Year• Shrove Tuesday• Mother's day• Easter• FOBS Film Night• National Story Telling Week	



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- Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

- **Share and Shine**
- **Safer Internet Day**