

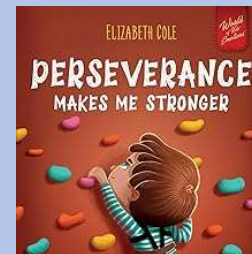
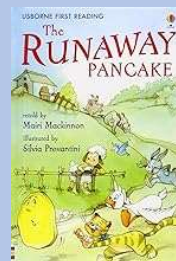
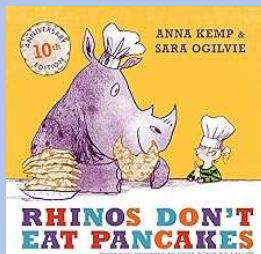
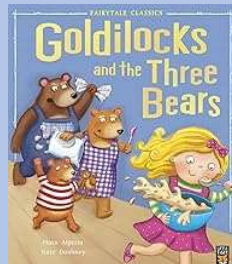
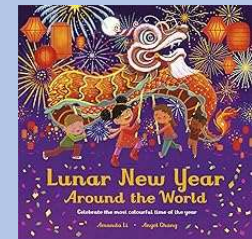
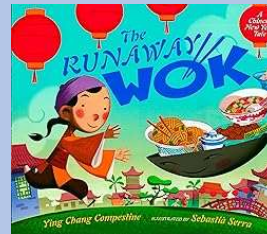
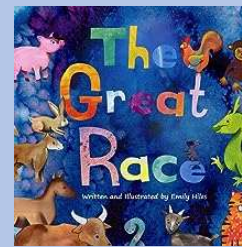
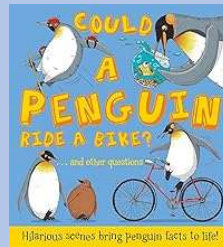
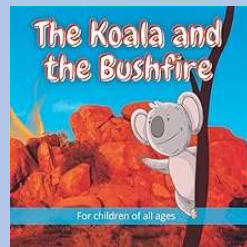
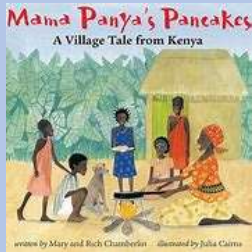


## Colton Spring 1 MTP



Possible topic areas  
(based on children's  
interests in past  
years).

Stories, the world, countries, traditions, celebrations, culture

Possible Books





Area & Curriculum Goal	Objectives/ Skills	Revisit/ ongoing throughout the year	Vocabulary/ question bank
 <b>Communication and Language:</b>  CURRICULUM FOR LIFE: EFFECTIVE COMMUNICATORS	<p><b>Listening, Attention &amp; Understanding</b></p> <p>To be able to listen attentively in a range of situations and respond with questions, comments or actions.</p> <p>To maintain attention during appropriate activities.</p> <p>To participate in whole class, small group and 1:1 discussion, sharing own ideas.</p> <p><b>Speaking:</b></p> <p>To be able to start a conversation with peers and adults.</p> <p>To ask questions to find out more information about things and to check understanding.</p>	<p>To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems.</p> <p>To make use of newly learnt vocabulary when speaking.</p> <p>To be able to express their ideas and feelings related to their experiences.</p> <p>To enjoy learning, and listening carefully to, rhymes, poems, stories, and songs, paying attention to how they sound.</p> <p>To be able to use a range of social phrases throughout the day (E.g., good morning, good afternoon etc).</p> <p>To listen to and talk about stories to build familiarity and understanding.</p>	<p>Listen, question, share, talk, friends, adults, how, why, where</p>
 <b>Personal, Social &amp; Emotional</b>  CURRICULUM FOR LIFE: EMPATHY & SELF AWARENESS	<p><b>Self Regulation:</b></p> <p>To understand their own thoughts and feelings and respect that those of others may be different to theirs.</p> <p>To be able to regulate their own emotions and behaviours in a range of situations.</p> <p><b>Managing Self:</b></p> <p>To be confident to try new things and happy to take risks.</p> <p>To understand, and be able to explain, why we have rules and always tries to follow them.</p> <p>To know right from wrong and behave accordingly.</p> <p>To be able to manage their own needs.</p> <p>To show pride in their own achievements</p> <p><b>Building Relationships:</b></p> <p>To work well with others, as part of a team.</p> <p>To be able to take turn, while playing cooperatively with others.</p> <p>To be able to identify 'kindness' and know what it means to be kind.</p> <p>To seek out others to share activities and experiences.</p> <p><b>Jigsaw theme – Dreams and Goals</b></p>	<p>To know and be able to use a range of self-regulation strategies and techniques.</p> <p>To show sensitivity towards others needs and feelings.</p> <p>To be able to follow classroom rules and behave according.</p> <p>To be able to build positive relationships with adults and peers.</p> <p>Enjoys receiving positive praise.</p>	<p>feelings, respect, listen, rules, kindness, share, follow. persevere</p>
	<p><b>Fine Motor Skills</b></p> <p>To independently use a knife and fork together to cut food.</p>		



## Physical Development

CURRICULUM FOR  
LIFE:  
SKILLS FOR LIFE

To begin to use a static tripod grip

### Gross Motor Skills

To develop a range of ball skills including throwing, catching, kicking, passing, and aiming.

To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

To be able to access the adventure link confidently and independently.

To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical activity,

To develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

To develop overall body-strength, balance, co-ordination, and agility.

To move energetically in a variety of ways (e.g., running, skipping, hopping, jumping etc).

To know and be able to talk about the factors that support their overall health and wellbeing (e.g., healthy eating, regular exercise, hygiene, appropriate amount of screen time, good sleep routine etc).

Throw, catch, kick, pass, aim, look, watch, move, cut, hold,



## Literacy

CURRICULUM FOR  
LIFE: EFFECTIVE  
COMMUNICATORS &  
SKILLS FOR LIFE

### Comprehension

To use picture clues to help read a simple text.

To be able to make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

To show an understanding of some words and phrases in a story that is read aloud to them.

To express a preference for a book, song, or rhyme, from a limited selection.

To engage in play that is influenced by experience of books (small world, role play).

### Writing

#### Talk for Writing – To retell the story of Goldilocks and the Three Bears

To begin to make plausible attempts at longer words, getting some letters in the correct order.

To begin to recognise that after a word there is a space.

For some pupils, to begin to orally compose a sentence and hold it in memory before attempting to write it.

To be able to form most letters correctly, using RWI rhymes to support.

To explore feelings and motivation that move characters in stories.

To be able to answer to what, where, who, why and how questions.

To confidently talk about the different parts of a book (front cover, blurb etc).

To be able to independently sequence main events of a story.

To use story maps to retell stories, using their own words.

To express a preference for a book.

To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

To read books consistent with their phonic knowledge.

Read, listen, book, who, what, where, why, predict, think, retell, draw, letter, sound

## Reading RWI Phonics

**Pupils placed into groups according to phonics assessments.**

**Group A/B/C** – Fill sound gaps and blend orally and independently.

Pupils to be assessed in RWI at the end of each half term.



## Maths

CURRICULUM FOR  
LIFE: SKILLS FOR LIFE  
& DIGITALLY LITERATE

**Ditty** – Begin teaching set 1 special friends, Begin to read words speedily.

### Number

To consolidate and recap on number bonds and number learning to 5.  
To have a deep understanding of numbers 6, 7- including compositions.  
To be able to confidently subitise to 5.

### Numerical Pattern

To explore capacity and compare.  
To begin to compare lengths/height – Link to bears

To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle).  
To link the number symbol with its cardinal number value.  
To understand the 'one more/one less than' relationship between consecutive numbers.  
To rote count, count objects, subitise and recognise numerals. To recall addition and subtraction facts.  
To explore the composition of each number.  
To be able to count forwards and backwards and beyond 20.  
To use tens frames, number tracks, Numicon and double-sided counters.  
To understand and use number bond diagrams.  
To understand the days of the week and the pattern of the day.  
To talk about maths in everyday life.  
To use positional language.  
To copy and create number/ repeating patterns (ab, abc, abb, growing patterns).  
To select, rotate, and manipulate shapes to develop spatial reasoning skills.  
To compose and decompose shapes so that they recognise a shape can have other shapes within it, just as a number can.

Number, count, part  
part whole, number  
bond, subitise,  
subitising, capacity,  
more than, less than,  
greater than, fewer  
than, measure, how,  
why, show me,  
compare, longer than,  
shorter than, taller  
than, height



## Understanding the World

CURRICULUM FOR  
LIFE: UNDERSTAND

### Past and Present/ People, Culture and Communities/ The Natural World

#### History

To continue to use the language of time when talking about past/present events, and celebrations in their own lives and in the lives of others (link to Christmas celebrations/pancake day)  
To begin to explore the history of the Lunar New Year and how some people celebrate this.

#### Geography

To understand and talk about how and why environments differ to their own.

To show curiosity about the world around them by asking questions.  
To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc).  
To have an awareness of time and to be able to use simple vocabulary associated with it (e.g., before, now, next, after, later).  
To be able to compare and contract characters from stories (including figures from the past).  
To understand the sequencing of the days of the weeks using daily songs and rhymes.

Family, tradition,  
traditional, lunar,  
country, celebrate,  
past, long time ago,  
why, how,

country, place, travel,  
city, environment,





SUSTAINABILITY,  
LOCAL & GLOBAL  
CITIZENS, DIGITALLY  
LITERATE.

To begin to learn about a contrasting environment – Links to Lunar New year, Pablo Picasso, Ghanian Goldilocks, Artic

#### Science

To be able to talk about the changes that occur in Winter.  
To explore ice and snow, freezing and melting.  
To explore winter and observe the changes.  
To observe the changes when making porridge

**RE** – To be able talk about a range of celebrations/ occasions (including those that are religious), Lunar New Year.

To contribute to daily weather discussions – noticing and talking about the weather and why it occurs (e.g., Rainbow – sun and rain, Ice etc).

To be able to talk about the changes in the seasons and the effect they have on the world around them.

To show curiosity about the world around them by asking questions.

To be able to name some other places in the world.

**Children will take part in outdoor learning lessons in Windmill Woods throughout the year, exploring the natural world.**

To be able to draw pictures of the things they have observed.  
To know how they can look after the natural environment and know how to take care all living things.

To be able to describe the different things they can see, hear and feel whilst exploring outside.

To understand the effect of changing seasons on the natural world around them.

To make observations around various states of matter and use a range of vocabulary to describe these (e.g., melting, freezing, condensing etc).

To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.

To know about familiar people within their community and talk about their roles in society.

To be aware that people have different beliefs and celebrate in different ways.

To have positive attitudes towards others and their beliefs.

To understand a range of different occupations and show tolerance to these.

To listen to and talk about stories from a range of different religions and world views.

To be able to ask questions and talk about their own feelings and experiences.

To talk about 'special places' for certain communities (e.g., church, mosque etc).

To describe special events in their own lives.

different, same,  
temperature, culture,  
map, globe, city, land,  
sea

change, weather,  
climate, winter,  
freezing, melting,  
observe, temperature



## Expressive Arts & Design

CURRICULUM FOR  
LIFE: APPRECIATE THE  
ARTS

### **Art/DT**

**Artist:** Pablo Picasso



### **Drawing**

To show different emotions through drawing.

To take part in guided drawing activities, beginning to add in specific colours.

### **Colour**

To continue to explore mixing colours using ready mixed paint.

### **Paint**

To introduce powder paint, learning how to mix.

### **Print**

To explore printing to create an effect.

### **DT - Textiles/Materials**

To be able to explore a wider variety of joins e.g., hole punch and string, stapler.

To learn how to 'design' what they would like to create, using drawings.

### **Music, Dance and Drama**

To make up their own version of a familiar story or change parts of it.

To independently retell a familiar story using small world.

To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places.

To begin to tap along to a beat.

To construct with a purpose in mind, accessing a range of areas in the classroom.

To safely explore a range of different materials.

To be able to use a several techniques/ resources to join and assemble materials (e.g., cellotape, glue spreader, paper joining techniques, stapler, sting, hole punch etc).

To be able to use a range of effects to express their ideas and feelings.

To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary.

To share their creations, talking about processes they have used. To confidently sing a range of well-known nursery rhymes and songs.

Enjoy performing songs, dances, rhymes, poems, and stories with others (or solo).

Enjoy watching performances and can talk about the things they have experienced.

To begin to move in time to music.

Enjoy making music and have experience of playing a range of musical instruments.

To listen attentively to music and talk about how the music makes them feel.

To begin to create their own songs.

Charanga and Music Express to compliment themes and teaching.

mix, paint, draw,  
colour, change, artist,  
style, print, effect, join,  
design, listen, follow,