



Kingsley CP Curriculum Organiser

Saplings Spring 1

Personal, Social and Emotional Development

To begin the Spring term, we are going to be building on previous problem solving skills that we have developed. We will do this by first gaining independence during activities. We will choose what resources we want and then decide to ask for more help. We will explore feelings of pride for achieving a goal that we have set out to reach. In the Autumn term, we worked on building bonds with peers by sharing our emotions. Our next steps are to find solutions to conflicts by being assertive in a polite and friendly manner.

Key skills:

- I can select and use activities and resources, with help when needed.
- I can make my feelings known to friends by being appropriately assertive.



Key vocabulary:

- independence
- confidence
- goal
- achieve
- pride
- try
- have a go
- choice
- assertive

Key vocabulary:

- safety
- caution
- risk
- inside
- outside
- carry
- collaborate



Key skills:

- I can collaborate with others to manage large items safely, such as moving and carrying the large hollow blocks.
- I can eat independently and handle a knife and fork with increasing skill.

Physical Development

Understanding how to keep safe is an important aspect of our physical development. Opportunities to explore how we keep safe will occur throughout our daily routine. We will begin to assess situations and take small risks when accessing the climbing equipment. Whilst constructing with large objects, we will practice keeping each other safe by moving the equipment together. In Saplings we have healthy snacks and lunchtimes together. Mealtimes provide a great opportunity to understand what is safe to go in our bodies.

Communication and language skills that we will focus on this half term will be led by our ongoing conversations. Adults will converse and listen to children and repeat sounds and words that may have been mispronounced. Children can choose to repeat the phrase or just listen and be informed for next time. During phonics and literacy activities adults will model pure sounds and segmenting and blending skills that will introduce the early skills of reading and writing. We will continue to work on why questions as well as begin to understand simple two-part instructions. We use the terms 'now and next' to describe the order of events. Key texts that we will read are 'Naughty Bus' and 'The train ride.'

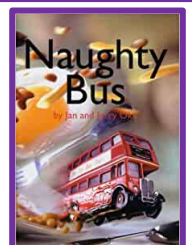
Key vocabulary:

- model
- Listen
- Repeat
- Segment
- Blend
- Pure sounds

Communication and Language

Key skills:

- Understand a question or instruction that has two parts
- I may have problems saying some sounds and have a go at correcting myself. attention





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Key words:

- work
- job
- occupation
- people
- ability
- equality
- help
- inclusion

This half term we will spend some time thinking about people who help us. This is a wonderful topic that incorporates many different interests. We will learn about various occupations and think about the people who might do them. We will develop positive attitudes about the differences between people. This will also introduce us to the basic concepts of equality and inclusion. We will also compare the locations where specific occupations are based, for example, rescue services, at the seaside, near by mountains, in the city and in the countryside.

Understanding the World



Key skills:

- I show interest in different occupations.
- I have positive attitudes about the differences between people.

Expressive Art and Design

Key words:

- ticket
- map
- journey
- sound
- going
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Our artistic creations and pretend play will be influenced by the themes of this half term - transport and occupations. We will practice drawing closed shapes with continuous lines to create maps. These maps will show journeys that the 'naughty bus' and has taken. We will then develop our mark-making skills to begin to represent sounds and movement. Our role play will also recreate these experiences. Will we make and sell tickets and go on adventures and journeys in our imagination.

Key skills:

- I can use drawing to represent things like movements and loud noises.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.