

# ROPSLEY CURRICULUM SPRING TERM

<b>PHYSICAL DEVELOPMENT</b>	<b>GROSS MOTOR</b> Children can sit upright on the carpet or a table for 15 minutes.  Children can demonstrate: - hopping - skipping - climbing  Children can: - throw a bean bag under arm into a target - catch a bean bag with two hands - kick a ball into a goal - pass a bean bag - bat with a large bat and ball - aim at a close target accurately  Children can move around the hall/playground finding a space to perform movements (away from others and apparatus)  Children can ride 3 wheeled trikes around a set of obstacles.	<b>FINE MOTOR</b> Children can form letters correctly using schools handwriting style. Children can use a paintbrush to make clear marks and pictures. Children can hold scissors correctly to cut along a range of curved lines. Children can use individual fingers during dough disco (pinch, piano play- Tommy Thumb, Peter Pointer, Toby Tall, Ruby Ring, Baby Small). Children can begin to use moulding tools to make marks in dough/sand. Children can hold a knife and fork correctly. Children can cut up food with a knife independently.	<b>HEALTH AND HYGIENE</b> Children can wash their hands independently. Children can manage their own toileting independently.
<b>COMMUNICATION AND LANGUAGE</b>	<b>LISTENING, ATTENTION AND UNDERSTANDING</b> Children can listen carefully to and follow simple two step instructions. Children can sit and listen to a story/ non-fiction and talk about what they have heard. Children can listen to songs and rhymes and comment on patterns. Children can listen to core texts and begin to talk about the key events. Children learn new topic vocabulary and begin to use this in their play.	<b>SPEAKING</b> Children learn and join in with new topic related rhymes and songs. Children learn and join in with new poems (RWI) Children learn new topic vocabulary and begin to use this in their play. Children can retell the beginning, middle and end of a story. Children can retell a story from our core texts using props independently. Children can express their feelings "I am cross/sad/happy/excited because..." Children can say "I am going to..." "I will	

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		<p>need..." (<b>Plan Do</b> Review- activity or area)</p> <p>Children can say "I have been/made..." "I used..." (Plan Do <b>Review</b>)</p> <p>Children independently ask for help and support.</p> <p>Children ask questions about things that interest them.</p> <p>Children extend their sentences using and/because..</p>	
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p><b>SELF-REGULATION</b></p> <p>Children can recognise when a peer is sad/tired/angry and offer comfort.</p> <p>Children can express their feelings "I am cross/sad/happy/excited because..."</p> <p>Children understand that they have to wait for an adult or a resource and can wait with adult reminders.</p> <p>Children can say "I am going to..." "I will need..." (<b>Plan Do</b> Review- activity or area)</p> <p>Children can say "I have been/made..." "I used..." (Plan Do <b>Review</b>)</p> <p>Children independently ask for help and support.</p> <p>Children can listen carefully to and follow simple two step instructions.</p>	<p><b>MANAGING SELF</b></p> <p>Children can wash their hands independently.</p> <p>Children can manage their own toileting independently.</p> <p>Children can put on their coat and zip it up independently.</p> <p>Children can put on a painting apron with support.</p> <p>Children can begin to turn their clothes the correct way round when dressing.</p> <p>Children can follow classroom rules independently.</p> <p>Children can choose what they want to play with and can choose somewhere else to play if needed.</p> <p>Children can begin to keep trying with a challenge independently.</p> <p>Children can say something they are proud of and something they need help with.</p>	<p><b>BUILDING RELATIONSHIPS</b></p> <p>Children can share classroom resources independently.</p> <p>Children begin to play in a pair sharing resources and ideas.</p> <p>Children independently take turns when using resources.</p> <p>Children can recognise when a peer is sad/tired/angry and offer comfort.</p>
<b>LITERACY</b>	<p><b>WORD READING</b></p> <p>Children can read set 2 RWI sounds.</p> <p>Children can read 4 and 5 letter words with set 2 sounds in.</p> <p>Children can read CEW: you, yes, said, look, was, like, me, we, he, she, they, are, to, my. (See Phonics Overview)</p>	<p><b>COMPREHENSION</b></p> <p>Children can retell the beginning, middle and end of a story.</p> <p>Children can talk about events in the book by looking at the front cover.</p> <p>Children can retell a story from our core texts using props independently.</p>	<p><b>WRITING</b></p> <p>Children can form some upper and lower case letters correctly using schools handwriting style.</p> <p>Children can write words using set 2 sounds using a speed sounds guide.</p>

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<b>MATHS</b>	<p><b>NUMBER</b></p> <p><b>Counting</b> Children can count securely at least 10 objects and correspond correctly when they count. Children can give the sum of the group once they have counted.</p> <p><b>Subitising</b> Children can recognise a group of 5 without counting it (subitise)</p> <p><b>Composition</b> Children can understand and accurately use zero. Children are beginning to discuss and find bonds to 10 (what's the hidden number?) Children find and make pairs and know that a pair is 2. Children can combine two groups to find out how many altogether. Children start to use part part whole models using dots/objects.</p> <p><b>Number Formation</b> Children can write numerals 0-10 with correct formation consistently and correctly.</p>	<p><b>NUMERICAL PATTERNS</b></p> <p><b>Counting</b> Children can count securely up to and back from 10.</p> <p><b>Comparing/Ordering</b> Children can order 3 or more quantities. Children can find 1 more/1 less than a number to 10.</p> <p>Children can sort, order and compare representations of numbers.</p> <p><b>Composition</b> Children can recognise when the total of 2 groups are the same and call them "even". Children can recognise representations of numbers to 10 using their knowledge of 5 or pairs (tens frames)</p>	<p><b>SHAPE, SPACE, MEASURE</b></p> <p><b>Measure</b> Children can make direct comparisons about weight using balance scales to check. Children can use language: heavy, heavier than, heaviest, light, lighter than, lightest. Children can explore capacity and use the language: tall, thin, narrow, wide, shallow, empty, nearly empty, full, half full, nearly full. Children can make direct comparisons when describing length and height. Children can use language: taller, shorter, longer, narrower and wider. Children solve problems involving length, height, capacity, weight.</p> <p><b>Shape</b> Children can make, describe and sort 3d shapes talking about similarities and differences. They use 3d shapes to make models.</p> <p><b>Patterns</b> Children can continue, copy and create a three step repeating pattern.</p> <p><b>Time</b></p>

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<b>UNDERSTANDING THE WORLD</b>	<p><b>PAST AND PRESENT</b></p> <p>Children can talk about similarities and differences between the past and present. Children look at story books and nonfiction books about the past and comment on them, with adult support.</p>	<p><b>PEOPLE, CULTURE AND COMMUNITIES</b></p> <p>With support children can draw information from a simple map, non-fiction texts and observations.</p> <p>Children talk about similarities and differences between different beliefs and celebrations (Chinese New Year, Easter)</p>	<p><b>NATURAL WORLD</b></p> <p>Children can make observations and pictures of animals and plants.</p> <p>Children can discuss how the seasons change and observe and record this (trees, flowers, weather)</p> <p>Children observe and discuss how states of matter change (ice, cooking)</p>
<b>EXPRESSIVE ARTS AND DESIGN</b>	<p><b>CREATING WITH MATERIALS</b></p> <p>Children demonstrate ability to join using tape, masking tape then sellotape.</p> <p>Children can use elastic bands, folding card or paper and blue-tac.</p> <p>Children can also join items using both paperclips and a stapler.</p> <p>Children can weave fabrics/thread on a simple loom.</p> <p>Children can make patterns and pictures by printing from objects using more than one colour.</p> <p>Children are able to explore patterns, use a variety of papers and explore colour mixing though printing, making clean images.</p> <p>Children can use a paintbrush/pencil to make clear marks and pictures.</p> <p>Children explore tearing and overlapping paper to create collages.</p>	<p><b>BEING IMAGINATIVE AND EXPRESSIVE</b></p> <p>Children invent a simple story line in small group play independently.</p> <p>Children learn and join in with new topic related rhymes and songs.</p> <p>Children sing on their own in play based situations, trying to match the pitch and melody.</p> <p>Children learn and join in with new poems (RWI)</p> <p>Children start to move to music, thinking of their own ideas.</p> <p>Children can link two movements (shapes/levels) during dance with or without music working on their own.</p> <p>Children can say how the music made them feel.</p> <p>Children can say how dance and performance art makes them feel.</p>	

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	<p>Children plan and design models/dough to create a model of their choice (function/purpose/design)</p> <p>Children can retell a story from our core texts using props independently.</p> <p>Children can say "I am going to..." "I will need..." (<b>Plan Do</b> Review- activity or area)</p> <p>Children can say "I have been/made..." "I used..." (Plan Do <b>Review</b>)</p> <p>Children can share classroom resources independently.</p> <p>Children begin to play in a pair sharing resources and ideas.</p>	<p>Children can use musical instruments to help them perform songs/dances/poems with support.</p>	
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