

FOCUS PLANNING – SPRING TERM 2024 – UNDERSTANDING THE WORLD

COHORT	ATTAINMENT – WHAT CAN WE DO
<p>NEW STARTERS – PINK GROUP – January 2024</p>	<p>This term we will focus on Personal and Social skills as children have previously entered very low in these areas due to the pandemic. Also a big focus on communication and language.</p>
<p>1 TERM – RED GROUP – September 2023</p>	<p>From Baseline assessments, children are working at expected levels in Communication and Language – Listening and Attention and Understanding.</p> <p>This term, in addition to Understanding the World we will focus on</p> <ul style="list-style-type: none"> • PSED • C&L Speaking • Literacy - Writing
<p>2 TERM – GREEN GROUP – April 2023</p>	<p>Children are mostly working at age expected in most areas</p> <p>This term, in addition to Understanding the World we will focus on</p> <ul style="list-style-type: none"> • Literacy • Mathematics
<p>3 TERM – BLUE GROUP – January 2023</p>	<p>Children are mostly working at age expected in Communication and Language, Physical Development, Writing, The World and Being Imaginative and Expressive</p> <p>This term, in addition to Understanding the World we will focus on</p> <ul style="list-style-type: none"> • Literacy • Mathematics
<p>4 TERM – YELLOW GROUP –</p>	

Focus 1 INTENT (Why) – to develop understanding of differences between different locations					
IMPLEMENTATION (How)					
BOOK <i>The Three Little Pigs</i>		LETTER/ SOUND Hh	SONG <i>Wise Man Built his House</i>	MATHEMATICS <i>Composition</i>	
IMPACT (Knowledge and skills)					
COMMUNICATION & LANGUAGE	MATHEMATICS	PSED	LITERACY	UNDERSTANDING THE WORLD	
Understanding Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) (range 4)	Composition Beginning to recognise that each counting number is one more than the one before (range 5)	Making Relationships Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest (Range 4)	Reading Repeats and uses actions, words or phrases from familiar stories (range 4)	The World Can talk about some of the things they have observed such as plants, animals, natural and found objects (range 4)	
Attention & Listening Listens with interest to the noises adults make when they read stories (range 4)	Composition Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (range 5)	Making Relationships Uses their experiences of adult behaviours to guide their social relationships and interactions (Range 5)	Writing Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. (range 4)	The World Developing an understanding of growth, decay and changes over time (range 5)	
Speaking Uses language to share feelings, experiences and thoughts (range 4)	Composition In practical activities, adds one and subtracts one with numbers to 10 (range 6)	Making Relationships Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking (Range 6)		The World Makes observations of animals and plants and explains why some things occur, and talks about changes (range 6)	

Focus 2 INTENT – to talk about how things move and work (Understanding the World) – people who help us				
IMPLEMENTATION				
BOOK <i>Flashing Fire Engines</i>		LETTER/ SOUND Ff	SONG 5 little firemen	MATHEMATICS Cardinality
IMPACT				
COMMUNICATION & LANGUAGE	MATHEMATICS	PSED	LITERACY	UNDERSTANDING THE WORLD
Understanding Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>) (range 4)	Cardinality Beginning to notice numerals (number symbols) (range 4)	Understanding Emotions Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset (Range 4)	Reading Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (range 5)	Technology Uses pipes, funnels and other tools to carry/ transport water from one place to another. Plays with water to investigate “low technology” such as washing and cleaning (range 4)
Attention & Listening Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (range 5)	Cardinality Subitises one, two and three objects (without counting) (range 5)	Understanding Emotions May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares (Range 5)	Writing Sometimes gives meaning to their drawings and paintings (range 5)	Technology Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet (range 5)
Speaking Uses talk to explain what is happening and anticipate what might happen next (range 5)	Cardinality Links numerals with amounts up to 5 and maybe beyond. (range 5)	Understanding Emotions Seeks support, “emotional refuelling” and practical help in new or challenging situations. (Range 6)		Technology Develops digital literacy skills by being able to access, understand and interact with a range of technologies (range 6)

Focus 3 INTENT – to develop an understanding of Chinese New Year				
IMPLEMENTATION				
BOOK <i>My Chinese New Year</i>		LETTER/ SOUND Dd	SONG <i>Chinese Dragon</i>	MATHEMATICS <i>measures - time</i>
IMPACT				
COMMUNICATION & LANGUAGE	MATHEMATICS	PSED	LITERACY	UNDERSTANDING THE WORLD
Understanding Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box (range 5)</i>	Measures Moves their bodies and toys around objects and explores fitting into spaces (range 4)	Sense of Self Knows their own name, their preferences and interests and is becoming aware of their unique abilities (Range 4)	Reading Talks about events and principal characters in stories and suggests how the story might end (range 5)	People and Communities Learns that they have similarities and differences that connect them to, and distinguish them from, others (range 4)
Attention & Listening Listens to others in one-to-one or small groups, when conversation interests them (range 5)	Measures Beginning to use understanding of number to solve practical problems in play and meaningful activities (range 5)	Sense of Self Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (Range 5)	Writing Makes up stories, play scenarios, and drawings in response to experiences, such as outings (range 5)	People and Communities Shows interest in different occupations and ways of life indoors and outdoors (range 5)
Speaking Builds up vocabulary that reflects the breadth of their experiences (range 5)	Measures Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy (range 5)	Sense of Self Recognises that they belong to different communities and social groups and communicates freely about own home and community (Range 6)		People and Communities Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions (range 6)

Focus 4 INTENT – to develop understanding of locations and shapes				
IMPLEMENTATION				
BOOK <i>Maisy's Bus</i>		LETTER/ SOUND Jj	SONG <i>Wheels on the Bus</i>	MATHEMATICS 3d shapes
IMPACT				
COMMUNICATION & LANGUAGE	MATHEMATICS	PSED	LITERACY	UNDERSTANDING THE WORLD
Understanding Understands use of objects (e.g. <i>Which one do we cut with?</i>) (range 5)	Shape Recognises that two objects have the same shape (range 4)	Understanding Emotions Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions (Range 4)	Reading Claps or taps the syllables in words during sound play (range 5)	The World Notices detailed features of objects in their environment (range 4)
Attention & Listening Listens to familiar stories with increasing attention and recall (range 5)	Shape Chooses items based on their shape which are appropriate for the child's purpose (range 5)	Understanding Emotions Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (Range 5)	Writing Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right (range 5)	The World Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (range 5)
Speaking Able to use language in recalling past experiences (range 5)	Shape Responds to both informal language and common shape names (range 5)	Understanding Emotions Talks about their own and others' feelings and behaviour and its consequences (range 6)		The World Talks about the features of their own immediate environment and how environments might vary from one another (range 6)

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IMPACT				
COMMUNICATION & LANGUAGE	MATHEMATICS	PSED	LITERACY	UNDERSTANDING THE WORLD
Understanding Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box (range 5)</i>	Measures Beginning to understand some talk about immediate past and future (range 4)	Sense of Self Knows their own name, their preferences and interests and is becoming aware of their unique abilities (Range 4)	Reading Talks about events and principal characters in stories and suggests how the story might end (range 5)	People and Communities Learns that they have similarities and differences that connect them to, and distinguish them from, others (range 4)
Attention & Listening Listens to others in one-to-one or small groups, when conversation interests them (range 5)	Measures Recalls a sequence of events in everyday life and stories (range 5)	Sense of Self Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (Range 5)	Writing Makes up stories, play scenarios, and drawings in response to experiences, such as outings (range 5)	People and Communities Shows interest in different occupations and ways of life indoors and outdoors (range 5)
Speaking Builds up vocabulary that reflects the breadth of their experiences (range 5)	Measures Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars (range 6)	Sense of Self Recognises that they belong to different communities and social groups and communicates freely about own home and community (Range 6)		People and Communities Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions (range 6)

Focus 5 INTENT – to learn about mother’s day and Easter					
IMPLEMENTATION					
BOOK <i>Spot’s First Easter</i>		LETTER/ SOUND Ee	SONG <i>Chick chick chicken</i>	MATHEMATICS <i>Pattern</i>	
IMPACT					
COMMUNICATION & LANGUAGE	MATHEMATICS	PSED	LITERACY	UNDERSTANDING THE WORLD	
Understanding Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture (range 5)	Pattern Joins in and anticipates repeated sound and action patterns (range 4)	Understanding Emotions Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows (range 4)	Reading Begins to be aware of the way stories are structured, and to tell own stories (range 5)	People and Communities Enjoys joining in with family customs and routines (range 5)	
Attention & Listening Is able to follow directions (if not intently focused)(range 5)	Pattern Creates their own spatial patterns showing some organisation or regularity (range 5)	Understanding emotions Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (range 5)	Writing Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves (range 5)	People and Communities Recognises and describes special times or events for family or friends (range 5)	
Speaking Uses intonation, rhythm and phrasing to make the meaning clear to others (range 5)	Pattern Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) (range 5)	Understanding Emotions Is aware of behavioural expectations and sensitive to ideas of justice and fairness (range 6)		People and Communities Talks about past and present events in their own life and in the lives of family members (range 6)	