

## FOCUS PLANNING – SPRING TERM 2025 – UNDERSTANDING THE WORLD

COHORT	ATTAINMENT – WHAT CAN WE DO
<p><b>NEW STARTERS – PINK GROUP – January 2025</b></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><b>1 TERM – RED GROUP – September 2024</b></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"> <li>• PSED</li> <li>• C&amp;L Speaking</li> <li>• Literacy - Writing</li> </ul>
<p><b>2 TERM – GREEN GROUP – April 2024</b></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"> <li>• Understanding Emotions (PSED)</li> <li>• Mathematics</li> </ul>
<p><b>3 TERM – BLUE GROUP – January 2024</b></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"> <li>• PSED</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Speaking (Communication and Language)</li> </ul>
<p><b>4 TERM – YELLOW GROUP –</b></p>	

<b>Focus 1 INTENT ( Why) – to develop understanding of time and daily routine</b>					
<b>IMPLEMENTATION ( How)</b>					
<b>BOOK</b> <i>Cinderella</i>		<b>LETTER/ SOUND</b> Pp	<b>SONG</b> <i>The Princess Lost her Shoe</i>	<b>MATHEMATICS</b> <i>Time/ Daily Routine</i>	
<b>IMPACT ( Knowledge and skills)</b>					
<b>COMMUNICATION &amp; LANGUAGE</b>	<b>MATHEMATICS</b>	<b>PSED</b>	<b>LITERACY</b>	<b>UNDERSTANDING THE WORLD</b>	
<b>Understanding</b> Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i> ) (range 4)	<b>Measures - Time &amp; Daily Routine</b> Beginning to understand some talk about immediate past and future (Range 4)	<b>Making Relationships</b> 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)	<b>Reading</b> Repeats and uses actions, words or phrases from familiar stories (range 4)	<b>Technology</b> 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)	
<b>Attention &amp; Listening</b> Listens with interest to the noises adults make when they read stories (range 4)	<b>Measures - Time &amp; Daily Routine</b> Recalls a sequence of events in everyday life and stories (Range 5)	<b>Making Relationships</b> Uses their experiences of adult behaviours to guide their social relationships and interactions (Range 5)	<b>Writing</b> 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)	<b>Technology</b> 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)	
<b>Speaking</b> Uses language to share feelings, experiences and thoughts (range 4)	<b>Measures - Time &amp; Daily Routine</b> 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)	<b>Making Relationships</b> 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)		<b>Technology</b> Develops digital literacy skills by being able to access, understand and interact with a range of technologies (range 6)	

<b>Focus 2 INTENT</b> – to develop an understanding of Chinese New Year					
<b>IMPLEMENTATION</b>					
<b>BOOK</b> <i>My Chinese New Year</i>		<b>LETTER/ SOUND</b> Ss	<b>SONG</b> <i>Kung Hei Fat Choi</i>	<b>MATHEMATICS</b> <i>Comparison</i>	
<b>IMPACT</b>					
<b>COMMUNICATION &amp; LANGUAGE</b>	<b>MATHEMATICS</b>	<b>PSED</b>	<b>LITERACY</b>	<b>UNDERSTANDING THE WORLD</b>	
<b>Understanding</b> 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>	<b>Comparison</b> Beginning to compare and recognise changes in numbers of things, using words like <i>more, lots or 'same'</i> (Range 4)	<b>Sense of Self</b> Knows their own name, their preferences and interests and is becoming aware of their unique abilities (Range 4)	<b>Reading</b> Talks about events and principal characters in stories and suggests how the story might end (range 5)	<b>People and Communities</b> Learns that they have similarities and differences that connect them to, and distinguish them from, others (range 4)	
<b>Attention &amp; Listening</b> Listens to others in one-to-one or small groups, when conversation interests them (range 5)	<b>Comparison</b> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> (Range 5)	<b>Sense of Self</b> 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)	<b>Writing</b> Makes up stories, play scenarios, and drawings in response to experiences, such as outings (range 5)	<b>People and Communities</b> Shows interest in different occupations and ways of life indoors and outdoors (range 5)	
<b>Speaking</b> Builds up vocabulary that reflects the breadth of their experiences (range 5)	<b>Comparison</b> Estimates of numbers of things, showing understanding of relative size (Range 6)	<b>Sense of Self</b> Recognises that they belong to different communities and social groups and communicates freely about own home and community (Range 6)		<b>People and Communities</b> Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions (range 6)	

<b>Focus 3 INTENT</b> – to develop an understanding of different places and environments				
<b>IMPLEMENTATION</b>				
<b>BOOK</b> <i>Blown Away</i>		<b>LETTER/ SOUND</b> Bb	<b>SONG</b> <i>The North Wind Doth Blow</i>	<b>MATHEMATICS</b> <i>Spatial Awareness</i>
<b>IMPACT</b>				
<b>COMMUNICATION &amp; LANGUAGE</b>	<b>MATHEMATICS</b>	<b>PSED</b>	<b>LITERACY</b>	<b>UNDERSTANDING THE WORLD</b>
<b>Understanding</b> 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>	<b>Spatial Awareness</b> Moves their bodies and toys around objects and explores fitting into spaces (range 4)	<b>Sense of Self</b> Knows their own name, their preferences and interests and is becoming aware of their unique abilities (Range 4)	<b>Reading</b> Talks about events and principal characters in stories and suggests how the story might end (range 5)	<b>The World</b> Notices detailed features of objects in their environment (range 4)
<b>Attention &amp; Listening</b> Listens to others in one-to-one or small groups, when conversation interests them (range 5)	<b>Composition</b> Beginning to use understanding of number to solve practical problems in play and meaningful activities (range 5)	<b>Sense of Self</b> 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)	<b>Writing</b> Makes up stories, play scenarios, and drawings in response to experiences, such as outings (range 5)	<b>The World</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (range 5)
<b>Speaking</b> Builds up vocabulary that reflects the breadth of their experiences (range 5)	<b>Measures</b> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy (range 5)	<b>Sense of Self</b> Recognises that they belong to different communities and social groups and communicates freely about own home and community (Range 6)		<b>The World</b> Talks about the features of their own immediate environment and how environments might vary from one another (range 6)

<b>Focus 4 INTENT</b> – to talk about how things move and work (Understanding the World) – people who help us				
<b>IMPLEMENTATION</b>				
<b>BOOK</b> <i>Flashing Fire Engines</i>		<b>LETTER/ SOUND</b> <i>Ff</i>	<b>SONG</b> <i>London's Burning</i>	<b>MATHEMATICS</b> <i>Shaoe</i>
<b>IMPACT</b>				
<b>COMMUNICATION &amp; LANGUAGE</b>	<b>MATHEMATICS</b>	<b>PSED</b>	<b>LITERACY</b>	<b>UNDERSTANDING THE WORLD</b>
<b>Understanding</b> Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i> ) (range 4)	<b>Shape</b> Recognises that two objects have the same shape (range 4)	<b>Understanding Emotions</b> Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset (Range 4)	<b>Reading</b> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (range 5)	<b>Technology</b> Seeks to acquire basic skills in turning on and operating some digital equipment (range 4)
<b>Attention &amp; Listening</b> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (range 5)	<b>Shape</b> Chooses items based on their shape which are appropriate for the child's purpose (range 5)	<b>Understanding Emotions</b> May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares (Range 5)	<b>Writing</b> Sometimes gives meaning to their drawings and paintings (range 5)	<b>Technology</b> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets (range 5)
<b>Speaking</b> Uses talk to explain what is happening and anticipate what might happen next (range 5)	<b>Shape</b> Responds to both informal language and common shape names (range 5)	<b>Understanding Emotions</b> Seeks support, "emotional refuelling" and practical help in new or challenging situations. (Range 6)		<b>Technology</b> Uses ICT hardware to interact with age appropriate computer software (range 6)

<b>Focus 5 INTENT</b> – to develop understanding of animals, and care and concern for the environment					
<b>IMPLEMENTATION</b>					
<b>BOOK</b> <a href="#">One Farm</a>		<b>LETTER/ SOUND</b> <a href="#">Aa</a>	<b>SONG</b> <a href="#">Old Mcdonald</a>	<b>MATHEMATICS</b> <a href="#">Counting/ Cardinality</a>	
<b>IMPACT</b>					
<b>COMMUNICATION &amp; LANGUAGE</b>	<b>MATHEMATICS</b>	<b>PSED</b>	<b>LITERACY</b>	<b>UNDERSTANDING THE WORLD</b>	
<b>Understanding</b> Understands use of objects (e.g. <i>Which one do we cut with?</i> ) (range 5)	<b>Counting and Cardinality</b> Begins to say numbers in order, some of which are in the right order (ordinality). In everyday situations, takes or gives two or three objects from a group (Range 4)	<b>Understanding Emotions</b> Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions (Range 4)	<b>Reading</b> Claps or taps the syllables in words during sound play (range 5)	<b>The World</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects (range 4)	
<b>Attention &amp; Listening</b> Listens to familiar stories with increasing attention and recall (range 5)	<b>Counting and Cardinality</b> Links numerals with amounts up to 5 and maybe beyond (Range 5)	<b>Understanding Emotions</b> 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)	<b>Writing</b> Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right (range 5)	<b>The World</b> Developing an understanding of growth, decay and changes over time (range 5)	
<b>Speaking</b> Able to use language in recalling past experiences (range 5)	<b>Counting and Cardinality</b> Increasingly confident at putting numerals in order 0 to 10 (ordinality). Matches the numeral with a group of items to show how many there are (up to 10). (Range 6)	<b>Understanding Emotions</b> Talks about their own and others' feelings and behaviour and its consequences (range 6)		<b>The World</b> Makes observations of animals and plants and explains why some things occur, and talks about changes (range 6)	

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