

**Topic web-  
Spring 1: our world  
and universe**

**Communication, Language and Literacy**

- Using and responding to new topic related vocabulary in play with peers (using single word/two-word phrases)
- answers who, what and where questions
- begins to ask how and why questions
- listens to stories with increasing attention and focus
- joins in with short conversations with at least one other, lasting at least two exchanges
- uses gesture to support own speech
- pays attention to adult led tasks for at least five to ten minutes
- can shift and return focus

**Personal, Social and Emotional development**

- engages in simple play with others, taking turns and using learnt skills to keep playing going for at least 5 minutes
- demonstrates friendships and special relationships at school
- Developing a greater sense of self- enjoys helping with tasks, takes on daily responsibilities
- becoming more independent, managing personal needs and belongings
- aware of class rules and usually follows these with minimal adult support

**Physical development**

- ball skills- able to throw, catch and kicks balls with precision
- Health and safety- able to use large equipment safely, climbing, jumping and landing
- listens to and follows the word stop
- Toileting skills- becoming more independent and aware of own personal hygiene needs

**Fine motor:**

- learning to use pre-writing shapes such as lines, circles and squares in our mark making
- developing hand dominance and preference
- holding mark making tools with a pincer grip/tripod grip
- managing buttons and zips on clothing

**Expressive arts**

- Exploring environmental sounds related to the world around us
- using body movement and imaginative play to represent experiences such as travelling to space
- exploring colour, print and design in the natural world
- using media to capture our experiences
- developing our sense of imagination to enable us to use small world scenes with story lines and narrative
- learning to use puppets, story scenes and characters to act out picture books
- Exploring the artists Van Gogh- Starry night

**Literacy**

- listening to a variety of fiction and non-fiction books, learning new words
- Learning to retell stories- sequencing key events, exploring puppets and story scenes and using props and sensory sacks
- learning to describe characters and scenes using simple adjectives
- developing our mark making skills- drawing characters, key objects and using letter shapes to write labels

**Books/rhymes and songs:**

- Whatever next
- 8 little planets
- We're roaming in the rainforest
- Alfie and the big outdoors
- Aliens love underpants
- Immis gift

**Mathematics**

- counting quantities and matching these to numerals
- learning to write numerals to 10 and use these in our recordings
- begins to solve everyday problems related to numerals
- learning to sort, name and find 2D shapes in the environment
- learning to use 2D and 3D shapes appropriately for design and construction tasks
- naming, describing and creating patterns such as animal prints

**Songs/music:**

- 5 little men in a flying saucer
- <https://www.bbc.co.uk/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8>
- [https://www.youtube.com/watch?v=Jp41\\_QpeuTc](https://www.youtube.com/watch?v=Jp41_QpeuTc)
- <https://www.youtube.com/watch?v=GoSq-yZcJ-4>
- Nancy music

**Characteristics of Effective Learning**

- Observing pupil's interest in the world around them; creatures, events and environments
- learning to use our senses safely to explore events, experiments and objects
- Observing pupils investigative skills and developing their attention to detail
- observing pupils sense of determination- presenting challenges for them to solve and encouraging them to persevere in achieving outcomes

**Understanding the world**

- learning to use small world models and scenes appropriately, based on the stories we have heard, media we have explored and our first hand experiences
- learning to engage appropriately in simple scientific experiments, using our senses to make observations
- using our observations of events to guide our future learning and activity choices
- beginning to ask questions about the world around us
- Beginning to use simple sentences to talk about the world around us- particularly our interest
- learning to recognise differences in habitats
- exploring light and dark