

Cognition and Numeracy

Calculation

To listen to and join in with number stories and rhymes (Band 5)

To say numbers in order from 1-10(Band 5)

I know that I can count claps and jumps as well as things like apples, buses and dinosaurs

They can match the numbers 0-9 to groups of objects.

Children can count out a specified number of objects from a larger group.

To count an irregular arrangement of up to 10 objects. (Band 6)

To write numbers from 1-5 (Band 7)

To recognise, understand and use mathematical symbols in their work including; +, -, = (Band 7)

To find the 'total' by adding two sets of objects. (Band 7)

To match numbers to 20. (Band 7)

To count forwards and backwards to 20. (Band 7)

To count objects to 20 independently and consistently. (Band 7)

To identify 1 more when given a number [up to 20] (Band 7)

To identify 1 less when given a number [up to 20] (Band 7)

To represent objects (NCYr1)

To use a number line (NCYr1)

Children can count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number. (Band 7)

To recognise 10s & 1s (NCYr2)

To count objects to 100 by making 10s (NCYr2)

To use a place value chart(NCYr2)

To partition numbers to 100(NCYr2)

To write numbers to 100 in words(NCYr2)

To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. (NC1)

Length, Capacity & Volume-

Children can use comparative language relating to measure that includes length, height or size. They compare objects and are able to solve simple problems. (Band 5)

Children can order up to 5 items by length, height or size.

Children can fill and empty containers and describe what they have done for example describe the container as 'more' or 'less.'

They compare which containers hold more/less.

Children can use non-standard measures for length and height. (Band 6)

Children can estimate the length and height of objects using non-standard units.

PSHE

Managing Feelings & Behaviour

[PSHE KS1 / KS2: Copy Me | Moodboosters - BBC Teach](#)

Zones of Regulation - Naming / identifying emotions

To watch what other children are doing before I join in with them. (Band 4)

Accept the needs of others, take turns and share resources (Band 5)

To demonstrate friendly behaviour (Band 5)

To be able to initiate conversations and form good relationships with peers and familiar adults. (Band 5)

Recognise My own feelings and those of others (Band 5)

Know simple self-care techniques and the importance of discussing feelings with an adult (Band 6)

Recognise situations that might make us feel shy, lonely, nervous, jealous, worried. (Band 7)

Identify and discuss situations that make us feel safe/happy/calm (Band 7)

Independence & Life Skills

Identifies that some familiar foods are healthy

Recognise that some people may not be able to eat certain foods because they will make them ill (allergies). (Band6)

Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health (Band7)

British values - individual liberty, respect, democracy and rule of law
Rights Respecting schools - pupil voice

Length, Capacity & Volume continued

Children can consistently put three containers in order of size. (Band 6)

They can compare and describe the capacity of different containers using the correct mathematical vocabulary. (Band 6)

To compare, describe and solve practical problems for:

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] (NC KS1)

capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] (NC KS1)

To measure and begin to record the following:

lengths and heights (NC KS1)

capacity and volume (NC KS1)

Sparrow Medium Term Plan

Spring Term 2025 Amazing Animals!



Communication and Literacy

Reading -

Share a book on a 1:1 with an adult for 5 minutes (Band 4)

Has some favourite stories, rhymes, songs, poems or jingles and enjoys listening to these several times

Pupils develop their understanding of phase 2 phonics

To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme (Band 5)

Recognises some tricky words and familiar names (Band 6)

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Band 7)

Children use their phonic knowledge and skills to decode words

To identify characters in a story (KS1)

To relate stories to my own experiences (KS1)

participate in discussion about what is read to them, taking turns and listening to what others say (KS1)

Computing -

To develop an understanding of how we communicate using technology.(Band 4)

To use the camera on the iPad (Band 5)

To recognise basic parts of a keyboard e.g. spacebar, numbers and letters

To gain confidence and independence through using the iPad and computer independently (Band 6)

To recognise that it is not safe to communicate with people they do not know.

To recognise that strangers can be online too.

To use the keyboard to type sentences, numbers or known words. (Band 7)

Physical Development

Pupil can roll a ball along the floor towards a target - with support they may hit the target (Band 4)
Pupil can catch larger objects
Pupil can stop a ball travelling towards them (Band 6)
Pupil can catch various balls (of different sizes) whilst playing games

Stop a football travelling towards them using more than one part of their foot (instep, outstep, sole or laces). (Band 7)

Run at different speeds, change direction and may begin to use space in a game.

Aim and use rolling skills confidently in a game.

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC1)

Swimming

Move through the water on the front or back for 5 metres with a floatation aid. (Band 3)

Enter the water using an appropriate method

Push a toy around the pool (band 4)

Move limbs in response to the actions of an adult or swim 5 metres on the back, stand up or adopt a safe position at poolside

Push a toy towards an adult or peer or push and glide on the front (Band 5)

Move across the pool using arms or swim 5 metres on the front, roll onto the back and swim a further 5 metres (Band 6)

Swim across the pool on the front using any style for 20 metres (Band 7)

To swim competently, confidently and proficiently over a distance of at least 25 metres (KS1)

Speaking and listening -

They can use single words, signs and symbols to communicate. This can include requesting or name a familiar object, continuing or ending an activity, greeting, or commenting on something they see. (Band 3)

Children begin to use verbs at a one key word level of understanding.

Children can communicate confidently using up to 3 key words, signs or symbols. (Band 4)

Children can ask simple questions to obtain information e.g. 'Where's the cat?', 'Who is that?'

Children can ask and answer "when?" questions. (Band 5)

Children develop social interaction and play skills.

-They can maintain a short conversation.

-They can talk about what they are doing.

Children build upon their vocabulary that reflects the breadth of their experiences. (Band 6)

They can describe how they are feeling.

Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level

They can communicate with a range of listeners. (Band 7)

Children demonstrate 2 channelled attention consistently as and when required.

Children can consistently understand 3-part instructions

Writing -

Hold a writing implement with increasing control (Band 3)

Copies letters or words from the environment (Band 4)

Copies underneath from left to right

With assistance produces captions for pictures

To leave spaces between groups of letters/symbols. (Band 5)

To attempt to write other words other than my name.

To use letter sound knowledge in writing. (Band 6)

To use some recognisable words in their writing.

To compose a simple sentence with adult support.

To re-read what they have written to check that it makes sense. (Band 7)

To use adjectives to describe.

To punctuate sentences using a full stop and a capital letter.

To use a capital letter for peoples names

To write sentences by:

saying out loud what they are going to write about

composing a sentence orally before writing it

sequencing sentences to form short narratives

re-reading what they have written to check that it makes sense (NC KS1)

Expressive Arts

Music -

Explores objects by linking together different approaches: shaking, hitting, pulling, turning (Band 3)

Show an interest in playing with sounds, songs and rhymes (Band 4)

Creates movement in response to music (Band 5)

Explore and learn how sounds can be changed - beaters, hand, finger on a drum for example

To identify long, short, high and low sounds (Band 6)

Listen to a recording of themselves/peers with interest (Band 6)

Clap/ play a given rhythm (Band 6)

DT -

Children identify that food and water helps run their body.(Band 5)

Children can identify different fruits and vegetables.(Band 6)

Children recognise that a balanced diet helps us to remain healthy.(Band 7)

Art -

Mixes different paint colours and observes the change (Band 4) Selects colour with purpose (Band 4)

Represents a person, story or event artistically (Band 6)

Develops fine motor skills to use a range of tools competently and confidently.

To begin to draw to represent a face (Band 6)

Draws using circular or horizontal strokes (Band 4)

Represents a person, story or event artistically (Band 7)

To finish a piece of work following different stages.(Band 7)

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC1)

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC1)

Enrichment outings:

Forest

Going on local transport and buying tickets

Cafes, shops, community visits

Exchanging money for items

Finding items in a shop from a list

Bridgewater Hall Concert

Cinema or theatre visit

Swimming

Further Learning Opportunities:

Cooking

Sensory room

Soft play

Forest

PE with Elliot

Texts being used:

Funny Bums, Freaky Beaks

The Chinese Zodiac Story

Maps / atlases

Animal Non - Fiction texts

Celebrations:

Chinese New Year

Stand Up to Bullying 24th Feb

World Wildlife Day 3rd March

Holi 14th -15th March

St Patricks Day 17th March

Easter

Women's History Month (March)

Knowledge and Understanding of the World

Humanities - Geography Focus

To name and describe people who are familiar to them (Band 6)

To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this Key Stage (NC KS1)

To choose and use parts of stories and other sources to show that they know and understand key features of events.
Joins in simple celebrations linked to Christianity (Band 4)

Understand the effect of changing seasons on the natural world around them (Band 5)

To join in with routines, like going shopping and times that are special to the child and their family like birthdays.

Science -

To point to the main features on their face and body when asked. (Band 3)

To talk about how I am the same and different from other people, based on my familiar experiences, such as what I like to eat or what clothes I wear.
(Band 4)

They can identify and name different plants and animals in their environment. (Band 6)

They can explain simply what a habitat is. (Band 6)

To identify the key differences between themselves and other animals (Band 6)

To list what humans & animals need to live; food, water, air, shelter (Band 7)

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (NCYr1)

To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (NCYr2)

To identify and name a variety of plants and animals in their habitats, including microhabitats (NCYr2)

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (NCYr2)

To describe the importance of a balanced diet (Band 7)

To understand the importance of hygiene (Band 7)

To talk about the temperatures they would expect to experience in different seasons. (Band 6)

To understand the effect of changing seasons on the natural world around them

To recognise that some plants are fruits/vegetables and where they come from [not a shop] (Band 5)

RE

Recognise some special people linked to a range of different religions - e.g. Rama and Sita as part of the Diwali story (Band 7)

Recognise times that are special in the Christian calendar (Band 6)

Recognise some simple stories from different religions

Identify key people in some Christian stories e.g. Mary, Joseph, Jesus

Recognise times that are special in the Christian calendar

Identify stories from faiths about caring for the world /animals e.g. 'The lost sheep' and 'The crying camel'

