

Spring 2



SPRING



GROWING



KEEPING HEALTHY



FRIENDS



WORLD BOOK DAY



7th March 2024

MOTHER'S DAY



10th March 2024

SCIENCE WEEK



8-17th March 2024

RED NOSE DAY

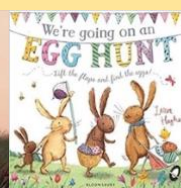
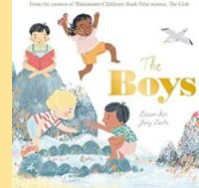
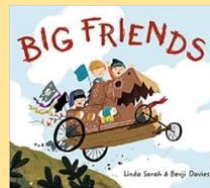
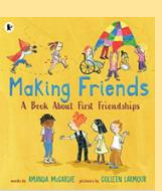
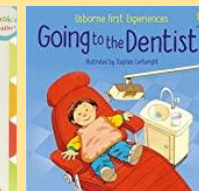
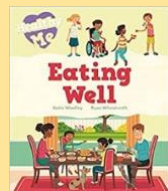
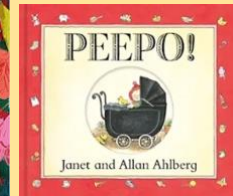
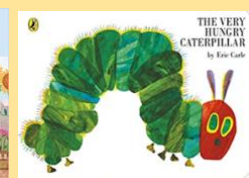
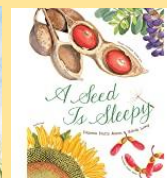
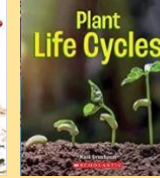
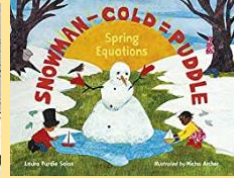


17th March 2024

EASTER



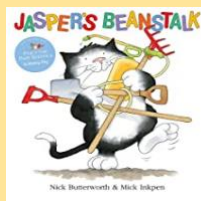
31st March 2024



Suggested Texts

Themed Books

Spring 2
Literacy texts



+ Daily songs,
poetry basket
and school/class
songs.

Prime Areas

Area of learning

Knowledge and Skills (Know-how, know that, know the)

Revisit/ongoing throughout the year

Communication
and Language



Listening:

Know why listening is important.

Attention:

Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.

Respond:

Keep play going in response to the ideas of others and engage in conversation relevant to play theme.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

Understanding:

Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding.

Retell a story.

Speaking:

Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences.

Retell/create own stories for teacher scribing.

Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.

Use talk to help work out problems and organise thinking and activities.

Learn new vocabulary

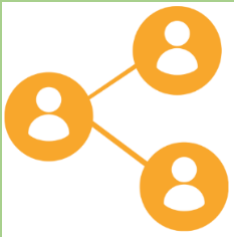
Use new vocabulary in different contexts.

Use new vocabulary through the day in discussions and conversations.

Learn new rhymes, poems, and songs.

Listen to and talk about stories to build familiarity and understanding.

Personal, Social and Emotional Development



Express feelings:

Can make choices and communicate what they need.

Know people in school they can turn to if they help or are worried.

Manage behaviour:

Know why listening is important and attend to other people both familiar and unfamiliar.

Self-awareness:

Feel comfortable and happy to stand up in assembly or in front of the class and share achievements with others.

Independence:

Know how to get dressed and undressed for nature school/ PE club sessions.

Begin to show persistence when faced with challenges.

Collaboration:

Know it is important to work together to look after our classroom resources and our school grounds.

Know how to keep play going by co-operating, listening, speaking, and explaining.

Can reflect on the work of others and self-evaluate their own work.

Social skills:

Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.

Kapow theme – Family and Friends

Covering how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.

E – Safety programme ONLINE REPUTATION AND BULLYING

RE – Which times are special and why?

Know examples of special occasions and suggest features of a good celebration.

Know simple stories connected with Christmas/Easter and a festival from another faith - Diwali.

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary.

Listen to others, speak to peers and adults and engage in discussions in a positive way.

Physical Development



Continue to develop fine motor skills so that they can use a range of tools competently, safely, and confidently.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Development of threading, weaving, and cutting skills.

Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.

Know how to form clear ascenders and descenders.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

REAL PE FOCUS

Creative Cog Focus – Exploring and describing different movements.

Coordination skill: Ball skills

Counterbalance skill: With a partner

Specific Areas

Literacy



COMPREHENSION

Know how to retell stories in the correct sequence, draw on language patterns of stories.

With prompting, show understanding of many common words and phrases in a story that is read aloud to them.

Suggest how an unfamiliar story read aloud to them might end.

Give a simple opinion on a book they have read, when prompted.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books

Innovate a well-known story with support.

WORD READING

Know some letter groups that each represent one sound and say sounds for them.

Know simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

WRITING

Emergent writing:

Know how to build words using known letter sounds in writing.

Composition:

Use talk to organise describe events and experiences. Begin to write a simple sentence with support.

Spelling:

Know how to spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

Know how to spell some irregular common (tricky) words e.g., the, to, no, go independently.

Handwriting:

Know how to holds a pencil effectively to form recognisable letters. May need support or reminders.

Know how to form clear ascenders and descenders.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

	<p>Writing scaffolding progression:</p> <p>More phonetically correct words are written by child along with common words, e.g., ‘the’ and known tricky words.</p> <p>Can use a phonic mat or work bank to support. Adult writes any unknown words.</p> <p>Opportunities to demonstrate writing skills – Story maps, labels and captions for life cycles, lists.</p>												
Phonics	<p>Little Wandle</p> <ul style="list-style-type: none">Review Phase 3words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound wordswords with s /z/ in the middlewords with –s /s/ /z/ at the endwords with –es /z/ at the endReview tricky words - as and has his her go no to into she he of we me be was you they my by all are sure pure		Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.										
Mathematics	<div></div> <div></div> <table><tr><td>Numbers 7, 8, 9</td><td>Know how to represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.</td></tr><tr><td>Making pairs.</td><td>Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.</td></tr><tr><td>Combining 2 groups</td><td>Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.</td></tr><tr><td>Length and Height</td><td>Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)</td></tr><tr><td>Time</td><td>Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.</td></tr></table>		Numbers 7, 8, 9	Know how to represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.	Making pairs.	Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.	Combining 2 groups	Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.	Length and Height	Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)	Time	Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.	Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering.
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Building 9 and 10

Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.

Comparing numbers to 10

Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.

Bonds to 10

Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.

3D shapes

Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.

Pattern

Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.

Understanding the World



History Links -

Know how to observe and describe things that have changed and stayed the same during their life.
Comparing seasons, objects, animals, and people using vocabulary of change.
Know some features of growth and change in humans.
Know how to visually represent their own day on a simple timeline. (Correspond with number 7 work, days of the week)
Know how to use the language of time.
Know how to put events in order.

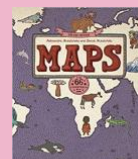
Geography Links -

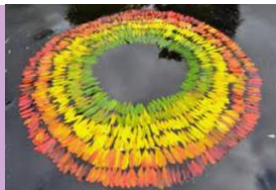
Children will develop their use of positional language (under, besides, on top of)

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants.

	<p>Children will know how to use a grid map or carpet squares, table maps. Develop language involving instructions to move in a specific direction using terms up, down, side. <i>Human Geography Links -</i> Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories. Identify features of growth and change in humans. Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries -special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events – Pancake Day, Mothering Sunday, Holi, Easter Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps. Enquiry: <i>Fieldwork Links -</i> Continue to participate in ‘Nature School’ sessions and identify important processes in the natural world around them including the seasons. Go on a bug hunt. Comment and ask questions about their immediate environment. Specific Scientific knowledge – Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, etc. Know the names of body parts. Know humans have five senses. Know the name of the four seasons. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn and some trees have no leaves in winter, flowers begin to bloom in Spring. Know and describe seasonal weather patterns. Specific Scientific Vocabulary – Hygiene, healthy, non- healthy, grow, change, germs, senses, see, hear, feel, smell, taste, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun, lighter, darker, shadow</p>	
Expressive Arts and Design	Mark Making/Drawing: Observational drawing - Daffodils Colour: Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy.	Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings.





Painting:

Skill: mix paints to make new colours following instructions.

Printing:

Skill: printing simple repeating patterns. Recognise patterns in the environment.

Materials:

Skill: Collage using Eric Carle as inspiration

Skill: follow instructions to make own play dough.

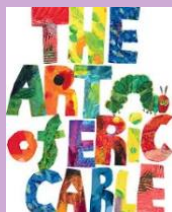
3D Work:

Skill/Knowledge: Natural art in the style of Andy Goldsworthy

Cutting Skills:

Skill: use scissors to cut shapes.

Artist Study: Eric Carle



Kapow Music:

Musical stories covering moving to music, storytelling with actions, using instruments to represent actions and composition.

Poetry Basket:

1. Furry Furry Squirrel – an eight-line poem
2. Hungry Birdies – a four-line poem
3. A Little Seed – a six-line poem
4. Stepping Stones – a six-line poem
5. Mrs Bluebird – a four-line poem

Continue to explore and engage in music making and dance, performing solo or in groups.

The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity.

They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work.

Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.

In addition, specific skills and/or experiences will be planned (see opposite)