

Spring 2

Topic	<i>Wonderful Winter</i> <i>Perfect Planet</i> <i>Spring is Springing</i> <i>Easter</i>
Key Texts	Robin's Winter Song By Suzanne Barton, Charlie & Lola: Look after your planet By Lauren Child, Jack and the Beanstalk Twinkl eBook, The Spring Bunny By Joyce Dunbar
Trips/Visits/Visitors/Experiences	Broad bean observation
Writing	<ul style="list-style-type: none"> • Form upper case and lower-case letters correctly when writing labels, captions and simple sentences • Spell VCC,CCVC, CVCC words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known letter-sound correspondences using capital letters and full stops • Re-read what they have written to check that it makes sense
Reading	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them during Sounds Write sessions and when reading individual school reading books • Blend sounds into words so they can read short words made up of known letter-sound correspondences • Read some 'tricky words' matched to our Sounds Write phonics programme • Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words • Re-read books to build up their confidence in word-reading, their fluency, their understanding and enjoyment
Phonics	<ul style="list-style-type: none"> • Sounds Write Programme- Initial code Units 9-11
Communication & Language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important during circle times • Use newly taught vocabulary focused on Spring and 3d shapes • Engage in whole class story times by answering questions about the characters, illustrations and plot • Ask questions to find out more when 'hot seating' characters from Jack and the Beanstalk • Learn and recite a variety of well-known songs • Articulate their thoughts in well-formed sentences when sharing their half term news in some detail • Connect ideas together using a range of connectives; and, because, then etc. • Use new vocabulary in different contexts
Maths	<ul style="list-style-type: none"> • Count objects using one-to one correspondence • Sing a variety of counting songs and use actions • Explore the composition of numbers to 10 • Compare numbers • Link the number symbol with its cardinal number value • Understand the 'one more than/one less than/equal to' relationship between consecutive numbers • Continue, copy and create repeating patterns • Compare length, height, weight and capacity through hands on explorations • Talk about 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' • Early Learning Goal: Subitise up to 5. (Quickly recognise amounts up to 5 without needing to count them) • Early Learning Goal: Have a deep understanding of number to 10, including the composition of each number • Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

<p>Physical Development</p>	<ul style="list-style-type: none"> • Further develop the foundations of a handwriting style which is fast, accurate and efficient • Revise and refine their fundamental movement skills; rolling, hopping and climbing • Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. scissors, cutlery and pencils • Develop their overall body strength, co-ordination, balance and agility • Further develop and refine a range of ball skills • Develop confidence, precision and accuracy when engaging in activities that involve a ball
<p>Personal, Social & Emotional Development</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual when voicing their 'show and tell' robots and feeling heard by their peers • Maintain constructive and respectful relationships with adults and other children-Follow rules, work with a partner or part of a larger group, show kindness and help others • Manage their own needs- Continue to develop their independence when dressing for P.E and organising themselves when arriving to school and getting ready to go home • Think about the perspective of others during play times and group games • Show resilience and perseverance when taking turns and playing games with others, regulating their emotions • Early Learning Goal: Set and work towards simple goals when creating their own recycling robot and be able to wait for what they want and control their immediate impulses when taking part in group challenges • Early Learning Goal: Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family when sharing their half-term news • Describe what they see, hear and feel outside daily, when completing the class calendar and weather chart and making comparisons to other environments • Understand the effect of the changing seasons on their natural world around them when observing and discussing the changes of Spring through what is taught in class and first-hand observations during a Spring walk • Plant and care for broad beans as well as other plants and vegetables during weekly 'Gardening Club' • Comment on images of familiar situations from the past • Early Learning Goal: Understand some important process and changes in the natural world around them, including the seasons changing states of matter- The importance of recycling and the effects on our planet • Early Learning Goal: Understand the past through settings, characters and events encountered in books, read in class and storytelling • Early Learning Goal: Know some similarities and differences between things in the past and now drawing on their experiences and what has been in class • Early Learning Goal: Explore the natural world around them, making observations and drawing pictures of animals and plants
<p>Expressive Arts & Design</p>	<ul style="list-style-type: none"> • Develop storylines in their pretend play when inside the 'campsite' role play areas • Sing in a group when learning the words and performing new songs • Listen attentively, move to and talk about music during weekly Charanga sessions • Create collaboratively when making 'Recycling Robots'- sharing ideas, resources and skills • Explore, use and refine a variety of artistic effects; chalk pastel rubbing, printing and using a variety of craft materials to create 'A Field of Daffodils' art work for special books • Explain which materials would be more suitable than others • Early Learning Goal: Share their 'Recycling Robot' creations, explaining the process they have used • Early Learning Goal: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function