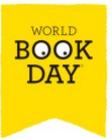
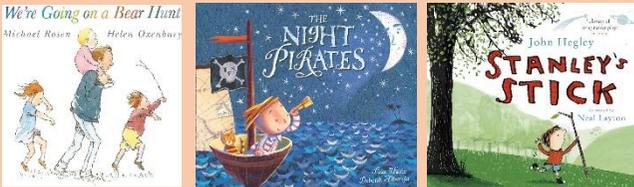


Spring 2 -

<p>Themes, interests, possible lines of enquiry</p>	<p>Friendship/Feelings</p> 	<p>Keeping Healthy</p> 	<p>St David's Day 1st March</p> 	<p>World Book Day 7th March</p> 	<p>Mother's Day 10th March</p> 	<p>Ramadan 10th March</p> 	<p>St Patrick's Day 17th March</p> 	<p>Holi 25th March</p> 	<p>Easter 31st March</p> 
<p>Suggested Texts</p>	<p>Themed Books</p>  <p>Non-fiction books from local library</p>								
<p>Spring 2 Literacy texts</p>									

Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year
<p>Communication and Language</p>	<p>Listening: Know why listening is important.</p> <p>Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p>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.</p> <p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story.</p> <p>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.</p>	<p>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.</p>
<p>Personal, Social and Emotional Development</p>	<p>Express feelings: Can make choices and communicate what they need. Know people in school they can turn to if they help or are worried.</p> <p>Manage behaviour: Know why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Self-awareness: Feel comfortable and happy to stand up in assembly or in front of the class and share achievements with others.</p> <p>Independence: Know how to get dressed and undressed for nature school/ PE club sessions. Begin to show persistence when faced with challenges.</p> <p>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.</p> <p>Social skills: Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend. Jigsaw theme – Healthy Me Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety & safety with household items, Road safety, Linking health and happiness. Also covering oral health. Books used –</p>	<p>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.</p>

		
<p>Physical Development</p>	<p>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 and sport. 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 – links to 'Healthy Me' PSHE</p> <p><u>Get set for PE</u></p> <p>Ball Skills 2</p> <p>Physical- roll, track, throw, dribble with hands, dribble with feet, kick, catch Social- co-operation, take turns, work safely, communication Emotional- perseverance, independence, determination, honesty Thinking- comprehension, use tactics</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p> <p>Continue to 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 and sport.</p>
<p>Literacy</p>	<p>COMPREHENSION</p> <p>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.</p> <p>WORD READING</p> <p>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.</p>	<p>Daily questioning to develop comprehension skills.</p> <p>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>

		Daily and weekly reads with adults – reading book bag books for those who are red group and beyond for RWI phonics.
	<p>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. Beginning to use punctuation (capital letters, finger spaces and full stops) and adjectives in their writing. 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 hold a pencil effectively to form recognisable letters. May need support or reminders. Know how to form clear ascenders and descenders.</p>	Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.
Phonics	<p>Depending on RWI groups Consolidate previously taught red words. Know new red words - she, they, are Write graphemes and digraphs (special friends) when they hear them, using a sound mat or sound wall for support if needed.</p>	Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.
Mathematics	Coverage- NCETM number blocks used	Ongoing Guidance - Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering.
	Number 1-10	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- odd and even numbers	Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.
	Combining two groups	Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.
	Doubling – combining two groups of the same number	Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles. Writing double number sentence and using the doubles butterfly and ladybird to support.
	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.

	<p>Comparing numbers to 10</p>	<p>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.</p>
	<p>Bonds to 10</p>	<p>Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.</p>
	<p>3D shapes</p>	<p>Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.</p>
	<p>Pattern</p>	<p>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.</p>
<p>Understanding the World</p>	<p><i>Geography Links -</i> Location and place knowledge Children will develop their use of positional language (under, besides, on top of) Develop language involving instructions to move in a specific direction using terms up, down, side. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. 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, St David’s day, St Patrick’s day Mapping/computing: 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: Comment and ask questions about their immediate environment. 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.</p>	
<p>Expressive Arts and Design</p>	<p>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. 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 - ongoing</p>	<p><u>Ongoing</u> Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings. Continue to explore and engage in music making and dance, performing solo or in groups.</p>

3D Work:

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

Cutting Skills:

Skill: use scissors to cut shapes.

Artist Study:

Andy Goldsworthy



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)