

Spring 2

Possible Themes & Interests  
(based on interests the children have had in past years)

PLANTING/ GARDENING/SPRING



GROWING UP/GENERATIONS



KEEPING HEALTHY



FRIENDSHIPS



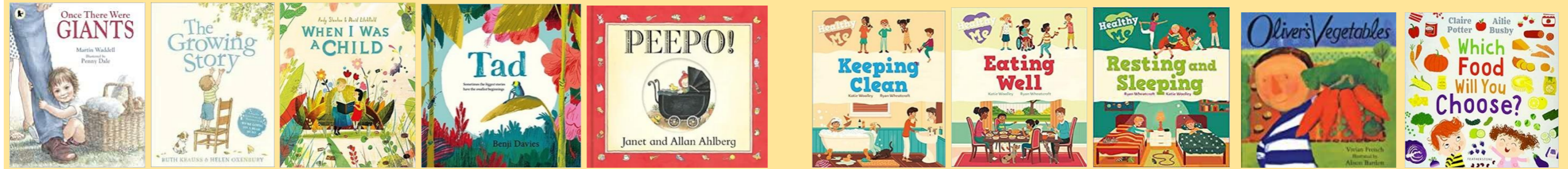
EASTER



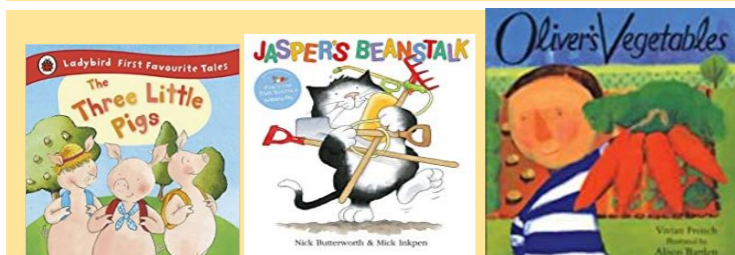
TRANSPORT



Books following possible themes




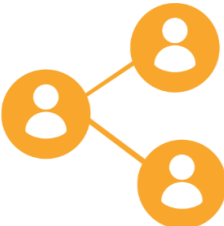
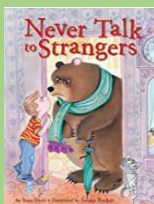

Spring 2 Literacy Texts



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


Suggested Texts

## Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
<p><b>Communication and Language</b></p> 	<p><b>Listening:</b> Understand why listening is important.</p> <p><b>Attention:</b> Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p><b>Respond:</b> 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><b>Understanding:</b> Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition (T4W)</p> <p><b>Speaking:</b> 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><b>Personal, Social and Emotional Development</b></p> 	<p><b>Express feelings:</b> Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried.</p> <p><b>Manage behaviour:</b> Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p><b>Self-awareness:</b> Happy to stand up in assembly or in front of the class and share achievements with others.</p> <p><b>Independence:</b> Can get dressed and undressed for nature school/ PE club sessions. Begin to show persistence when faced with challenges.</p> <p><b>Collaboration:</b> Knows it is important to work together to look after our classroom resources and our school grounds. Can 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><b>Social skills:</b> Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.</p> <p>– Healthy Me Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety &amp; safety with household items, Road safety, Linking health and happiness. Also covering oral health.</p> <p>Books used –</p>   <p>RE – F5 Where do we belong?</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>			

	<p>Coverage - re-tell religious stories making connections with personal experiences, share and record occasions when things have happened in their lives that made them feel special, recall simply what happens at a traditional Christian infant baptism and dedication, recall simply what happens when a baby is welcomed into Islam.</p>					
<p><b>Physical Development</b></p> 	<p>Continue to develop their small 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.</p> <p>Development of threading, weaving, and cutting skills.</p> <p>Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>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.</p> <p>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.</p> <p><u>PE-</u> Gymnastics with PE Coach.</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>	<p>Complete separate fine motor writing assessment.</p> 			

**Specific Areas**

<p><b>Literacy</b></p> 	<p><b>COMPREHENSION</b> 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><b>WORD READING</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>WRITING</b> <b>Emergent writing:</b> Build words using letter sounds in writing. <b>Composition:</b> Use talk to organise describe events and experiences. Begin to write a simple sentence with support. <b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. <b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p><b>T4W progression.</b> More phonetically correct words are written by child along with common words, e.g., ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</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>			
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	Opportunities to demonstrate writing skills – Story maps, labels and captions for life cycles, lists.														
<p><b>Phonics</b></p>	<p><b>Phase 2/3</b> Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my</p> <p>Write graphemes and digraphs 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.													
<p><b>Mathematics</b></p> 	 <table border="1" data-bbox="379 1054 1626 1411"> <tr> <td>Numbers 7, 8, 9</td> <td>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> <p><b>Building 9 and 10</b></p> <p>Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.</p>	Numbers 7, 8, 9	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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	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.				
<p><b>Understanding the World</b></p> 	<p><b>Chronology:</b> Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p><b>Enquiry:</b> 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.</p> <p><b>Respect:</b> 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 (Easter)</p> <p><b>Mapping:</b> Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.</p>  <p><b>Enquiry:</b> Comment and ask questions about their immediate environment. Find out more about life cycles. Identify key features of a life cycle of a plant and animal, explain what plants need.</p>		<p>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>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>			
<p><b>Expressive Arts and Design</b></p> 	<p>Create collaboratively sharing ideas, resources, and skills Combining different media and skills. Exploration of natural resources for art - Rubbings of leaves and plants.</p> <p>Spring Artist Study: Eric Carle</p>  <p><b>Charanga Songs:</b> Old Macdonald                      The Wheels on The Bus Incy Wincy Spider                The Hokey Cokey Baa, Baa Black Sheep Row, Row, Row Your Boat</p>		<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>			