

## Communication and Language (CL)

### Talk it through! (Daily Story Time)

Children continue to explore stories in more detail, including characters and locations.

They begin to describe simple events in detail – time connectives

Discovering Passions

Understand how to listen carefully and why listening is important.

Use picture cue cards to talk about an object: "What colour is it? Where would you find it?"

They are building sustained focus when listening to a story  
Daily Rhyme Time  
Talk through Stories  
Book Vote



## Wow Moments

Walk to the park / Picnic  
Planting seeds  
World Book Day  
Weather experiments  
Weather Forecast videos  
Nature Scavenger Hunt  
Earth Day & Farm Trip  
Recycling Week



## Phonics/Reading

Phonic Sounds: RWI

Children will be in differentiated groups some children will still focus on Set 1 sound. Children will focus on learning to recognise these and learn to blend sounds into words. Other children will progress to reading and blending of diagraphs – "Special Friends," two letters that make one sound.

sh th ch qu ng nk ck

Children will consolidate letter groups, such as 'th', 'sh', 'ch', and progress onto 'ee' 'or' 'igh'. Opportunities will be provided for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Reading: Story structure-to enhance and add detail to beginning, middle and the end of a story.

Innovating and retelling stories to an audience, Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.

## Writing/Literacy

Children will:

Children will continue to make up stories with themselves as the main character. Children will record stories through picture drawing/mark making.

They will write labels and short information texts about insects and animals, write a timeline of how plants grow, information leaflets using CVC words / and begin to write simple sentence using high frequency words. They will continue to learn to write some of the tricky words such as I, me, my, like, to, the. They will also write labels using CVC, CVCC, CCVC words. They will retell parts of the story / repeated refrains / speech bubbles, they will describe foods / adjectives and plan a Menu. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park, Character descriptions and build to writing two sentences Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day

## Spring Term 2

### Come Outside!

#### What Plants And Animals Live On Farms?

## Mathematics (M)

Children will continue counting using simple rhymes and songs. They will continue to learn to clarify objects based on one item being counted as one.

Using WriteRose Maths and Mastering Number Programmes children will learn through units of work. Children will continue to work through the phase of work – Growing 6, 7, 8, the number element of this unit will explore addition, the composition of 6, 7 and 8, making pairs and combining two groups. The measure, shape & spatial thinking element of this unit will help the children explore the length & height of objects and begin to understand time. Through the phase of work –Building 9 & 10. This number phase of work will focus on representing building, ordering, making and comparing 9 & 10 and counting backwards from 10. The measure, shape & spatial thinking element of this unit will focus on 3D shapes, building and printing with 3D shapes and also making patterns with 3D shapes.

## Books:

The Tiny Seed  
Oliver's Vegetables  
Jack and the Beanstalk  
One Plastic Bag  
Jasper's Beanstalk  
The Hungry Caterpillar  
Sally's Visit To The Farm  
Farmer Duck  
Ahh Spider  
The Bad Tempered Ladybird  
Tree, Seasons come and seasons go  
A stroll through the seasons

## Computing & Internet Safety

Children will continue to learn to play appropriate games on the Internet. They will be more confident and able to talk about good and bad choices they and others make in real life e.g. taking turns, saying kind things, helping others, and be able to talk to an adult if something upsets them.

## Physical Development (PD)

Fine Motor Skills: Threading, cutting, weaving, playdough, fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.

Gross Motor Skills:

Ball Skills:

Children exploring the ball, ball control, moving with a ball, collecting and stopping, bouncing ball skills with a partner.

Throwing & Catching:

Children are introduced to hand/eye coordination and ball control. Children explore stopping and receiving, rolling & sending, catching. Children learn how to throw and catch a ball.

General balance skills, healthy life style. Dance and movements to songs, hymns, rhymes & stories. Climbing - outdoor equipment. Different ways of moving to be explored with children. Putting on & taking off clothes /help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

Life skills: Evaluation & feedback

## RHE

Through the scheme Ten:Ten, the children will explore through stories the following units of work:

Role Model: - The children will begin to understand why the Bible is so special to Christians and act out the story of Jesus washing his disciple's feet. They will begin to understand that Jesus cared for his friends and that we are all friends of Jesus and that we need to be caring to our friends. Who's Who?: - The children apply names given to different family relationships, as well as discussing "special people" they can trust. You've Got A Friend In Me: - The children discuss friendship with their peers and learn about different qualities of positive and negative relationships, the children also begin to understand that Jesus is a positive role model for being a good friend.

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## Understanding the World (UW)

Children experience a trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. The children will continue their understanding of recycling and how it can take care of our world. They will look at what rubbish can do to our environment and animals and explore how we can care for the natural world around us. Children will make connections between weather, culture, clothing and housing.

The children will begin to understand how the seasons have changed from Winter to Spring and look at change in living things - changes in the leaves, weather, seasons, children incorporating their understanding of the seasons and weather in their play.

Children build upon their previous learning of the Harvest Festival and understand that farms rear different plants and animals. They plant seeds and bulbs and explore the best conditions to plant. Children create their own map of a farm and compare their map to a map of a wild life reserve in Africa. Children explore different farm transports and appreciate how they have changed over time and begin to understand their similarities and differences.

Children begin to understand that crops grow in the ground as well as understand that fossils can be found in the earth.

Children will build a 'Bug Hotel' and a 'Bird Feeder' and explore the different habitats for insects and animals. Children will continue to foster their curiosity of the outside world and explore their senses of touch, smell and hear the natural world around them during hands-on experiences.

Through our RE program, Come & See and the topic of "Gathering" the children will continue to share games that they still need help playing, they will begin to understand that the parish family gather for Mass and experience joy when listening to God's word. Through the topic of "Growing" the children will recognise the growth in nature and discover the way in which things grow. They will learn about Lent and that it is a special time for growing in love.

Children explore the world by being a vet and looking after and taking care of the different animals.

## Expressive Arts & Design (EAD)

Children will continue to begin to learn about painting and mixed media:

Painting: Exploring technique, tools, colour and texture, abstract and figurative art

Collage: use of made and natural materials, transient art and collaborative work.

Artists: Megan Coyle prints.

Make different textures; make patterns using different colours. Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers symmetrical butterflies. Design a bug house. Make bird feeders

Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons. Provide a wide range of props for play which encourage imagination. Children explore the world by being a vet and looking after and taking care of the different animals.

Music: Through Music Express Topic: Our Growing World the children will continue to sing, play, listen respond and move to music. They will engage in the natural world and the creativity it inspires. Children will also experience a whole class instrument experience.