




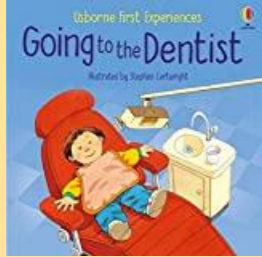
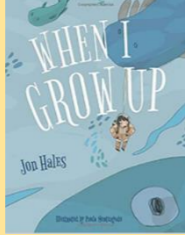
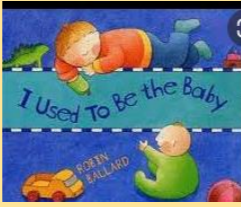
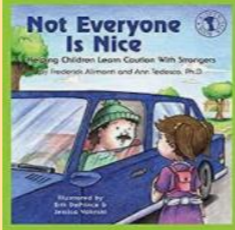

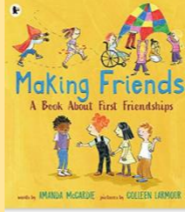

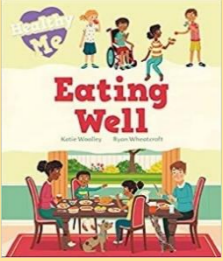

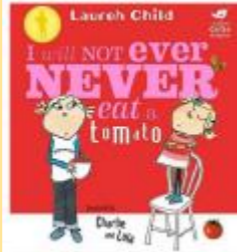


## Spring 2 – My Local Area

		<u>Growing Up</u>	<u>Keeping Healthy</u>	<u>Friendship</u>	<u>Easter</u>	<u>Spring</u>			
Possible Themes & Interests (based on interests the children have had in past years)									
Suggested Texts	Books following possible themes								
	Spring 2 Literacy Texts			+ Daily songs, nursery rhymes and school/class songs. Poetry Basket					

Child led interests covered during the half term:

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>Jigsaw Theme – Dreams and Goals</p> <p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. 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>JIGSAW: HEALTHY ME</p> <p>Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences.</p> <p>Week 1-Have made a healthy choice: Everybody's Body.</p> <p>Week2 – Have eaten a healthy, balanced diet: We like to move it, move it!</p> <p>Week 3- Have I been physically active: Food Glorious Food</p> <p>Week4 – Have tried to keep themselves and others safe: Sweet Dreams.</p> <p>Week 5 –Know how to be a good friend and enjoy healthy friendships: Keeping Clean</p> <p>Week 6 - Know how to keep calm and deal with difficult situations: Stranger Danger</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>Religious Education</p>	<p><b>Books used</b></p>  <p><b>Key Vocabulary:</b> Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, wash, clean, stranger, scare</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the names for some parts of their body</li> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know when and how to wash their hands properly</li> <li>• Know what to do if they get lost</li> <li>• Know how to say No to strangers</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Recognise how exercise makes them feel</li> <li>• Recognise how different foods can make them feel</li> <li>• Can explain what they need to do to stay healthy</li> <li>• Can give examples of healthy food</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Can explain what to do if a stranger approaches them</li> </ul> <p><b>Sun Safety Curriculum</b> <b>Can I become familiar with ways to stay safe in the sun?</b> <b>Activity- power point and design a sun hat.</b></p> <p><b>F2 Which people are special and why?</b> In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.</p>				
<p><b>Physical Development</b></p>	<p><b>Jasmine PE Module: Unit 4 (Fridays)</b> Week 19-24 Co-ordination and Ball skills Counter balance with a partner</p> <hr/> <p><b>Creative:</b> Can I explore and describe different movements? Can I observe and copy others?</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian, stranger danger link t</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</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,</p>			

	<p><b>REAL PE FOCUS – Unit 4</b>  <b>Creative Cog Focus</b> – LC: Can I observe and copy others?  Fundamental Movements: (weeks 1-6)</p> <p><b>Coordination skill:</b> Footwork</p> <p><b>Static Balance skill:</b> One leg</p> <p><b>REAL PE Dance Focus– Unit 4 (Wednesday)</b>  Unit 4 – Creative Unit – Shape Solo, Partnering, Artistry, Circles  Weeks 1-5  LC: Can I observe and copy others?</p> <p><b>Coordination Ball Skills</b>  I can maintain control of the ball.  I can move the ball in both directions.  I can move the ball smoothly and fluently.</p> <p><b>Counter Balance With a Partner</b>  I can maintain balance throughout.  I can move smoothly and with control.  I can coordinate movements with my partner.</p> <p><b>Real Dance</b>  <b>Shapes Solo</b>  I can perform with balance and control when holding a shape and when moving between shapes / landing.  I can perform a diverse range of different standing and floor shapes with partners.  I can perform a wide range of standing and floor shapes.  I can move smoothly and fluently when moving between shapes.</p> <p><b>Circles Solo</b>  I can perform a diverse range of circle moves, including simple jumps and turns.  I can perform a diverse range of movements led by circles with a partner  I can maintain balance and control when moving, turning, jumping and landing.  I can land quietly and in balance.</p> <p>Key Vocabulary:  Forwards Backwards Sideways Bench Mat Table Roll Long Slow On Off Stretched Curled Tuck Body parts Tall Small Shape Hold Still Jump Hop Bounce Travel Copy</p>	<p>paintbrushes, scissors, knives, forks, and spoon.</p>			
	<p><b>Athletics</b>  Walk Jog Throw Target Jump Run Hop Skip Fast Pass In pairs  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.  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>				

**Specific Areas**

<p>Literacy</p>	<p><b>COMPREHENSION</b>  COMPREHENSION  Retell stories in the correct sequence, draw on language patterns of stories.</p>	<p>Daily questioning to develop comprehension skills. Guided</p>			
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	<p>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>reading introduced alongside 1:1 reading</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>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>			
	<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. <b>Helicopter stories 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. Opportunities to demonstrate writing skills – Story maps, labels and captions for life cycles, lists.</p> <p>Literacy Leaves:</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.</p>			
<p><b>Phonics</b> This differs from long term plan slightly as children moved onto Level 2 earlier that was expected at start of the year.</p>	<p><b>Phases 3 and 4</b> <b>Level 3 (Weeks 10-12)</b> Focus: Triagraphs and consonant diagraphs, Letter sound and Vowel Diagraphs, Practise all level 3 GPC's. Reading tricky words: was, my, we, they Spelling tricky words: the, to, no, go, I. Revise all Level 3 GPCs. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Practise reading the tricky words. Practise reading two-syllable words. Practise writing captions and sentences.</p> <p><b>Level 4 (Week 1-3)</b> Focus: CVCC words and Adjacent Consonants. Reading words: said, so, have, like, come, some, were, there, little and one. Writing words: he, she, me, we, be, was, you, they, are, all.</p>	<p>Continue to revisit all taught sounds daily and practice sound discrimination.</p> <p>Those not on track have precision phonics intervention and Level 1 interventions.</p>			



	<p>Revise previously taught GPCs. Teach and practise reading and spelling CVCC words. Practise reading sentences. Practise writing sentences. Teach and practise reading and spelling words containing adjacent consonants including CVCC, CCVC and CCVCC words.</p> <p>One week will be assessment week (Phonics Tracker)</p>				
<p><b>Mathematics</b></p>	<p><b>NCTEM &amp; White Rose</b> Counting, ordinality and cardinality</p> <p>Focus on the 'staircase' pattern and ordering numbers</p> <p>Identify more complex patterns (Sp block 6)</p> <p>Comparison</p> <p>Focus on ordering of numbers to 8 Use language of less than</p> <p>Copy and continue patterns (Sp block 6)</p> <p>Composition</p> <p>Focus on 7</p> <p>Rotate shapes(Su block 3)</p> <p>Composition</p> <p>Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Manipulate shape(Su block 3)</p> <p>Composition</p> <p>Sorting numbers according to attributes - odd and even numbers</p> <p>Compose shapes Manipulate shape(Su block 3)</p> <p>Counting, ordinality and cardinality</p> <p>Counting – larger sets and things that cannot be seen</p> <p>Decompose shapes (Su block 3)</p>	<p>Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing &amp; ordering</p>			
<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>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>			

**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



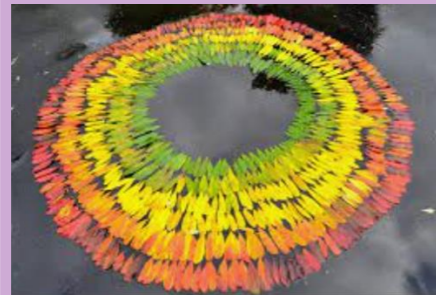
**Enquiry:**

Comment and ask questions about their immediate environment.

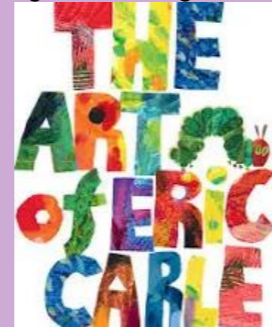
**Expressive Arts  
and Design**

Create collaboratively sharing ideas, resources, and skills  
Combining different media and skills.  
Exploration of natural resources for art - Rubbings of leaves and plants.

Natural artist study – Andy Goldsworthy.



Spring Artist Study: Eric Carle



**Charanga Songs:**

Old Macdonald  
Incy Wincy Spider  
Baa, Baa Black Sheep  
Row, Row, Row Your Boat

The Wheels on The Bus  
The Hokey Cokey

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups