

SPRING TERM 4 ANTARCTICA

English

Character/Setting/Adventure time....What if?

Week 1:Owl babies,Owls /Nest in night time/ Owls make their own snack /Who else might come and visit the nest?

Week 2:Three little pigs-The wolf/The houses/Wolf in disguise as a pig. **Vocabulary-**construct, flimsy, sturdy, taunting, Obliterate, scarper, exhale, celebrate.

Week 3:Are the dinosaurs Dead Dad?T-rex/Museum/What is the T-rex trying to protect? **Vocabulary-**Ferocious Disbelief Intrigue Terrified Ginormous Extinct Herbivore Carnivore

Week 4 :Little red Red Riding hood-Little Red/Granny's house/Alternative endings

Week 5:Little bears spring-Little Bear/signs of spring/Who else could be in the egg?

Week 6: Foxy and the egg-Egg- The Door/Who else could know on the door?

Maths

Week 1: Doubles to 8 (find and make), combine two groups, conceptual subitising.

Week 2: Find 9 and 10, compare numbers to 10, represent 9 and 10, conceptual subitising to 10.

Week 3: 1 more, 1 less, composition to 10. :

Week 4: Explore length, compare length, explore height, compare height.

Week 5: Bonds to 10, arrangements of 10, bonds to 10 (3 parts)..

Week 6: Doubles to 10 (find), doubles to 10 (make), explore even and odd

Wk 1: Lunar New Year

Wk 2:Holi 4th,World Book day 5th

Wk 3: Science Week, Mon - workshop
Dinosaur day, Mothers day Sun 15th,

Wk 4: Neurodiversity week, Start of Eid 19th,
World frog day 20th,
Spring 20th, Red nose day 20th, world poetry day 21st

Wk 5:

Wk 6: Easter Celebrations

Phonics

Week 1: Phase 3 recaps Group 6 , ur,ow,oi,er, revisit phase 2 sounds

Week 2: Phase 3 Group 7 ure, ear phase 2 sounds

Week 3: Phase 3 recap and tricky words

Week 4:Phase 3 recap and tricky words

Week 5:Phase 3 recap and tricky words
Consolidation

week 6: Tricky word week Consolidation of all phases

PSHE

Jigsaw- **Healthy Body**

Everybody's body-I understand that I need to exercise to keep my body healthy

I like to move it move it-I understand how moving and resting are good for my body

Food glorious Food-I know which foods are healthy and not so healthy and can make healthy eating choices

Sweet Dreams- I know how to help myself go to sleep and understand why sleep is good for me

Keeping Clean-

I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet

Stranger Danger-I know who my safe adults are and how to stay safe if they are not close by me.

DRAWING
CLUB



KUW

Week 1: Lunar new year how is this celebrated? Learn about different celebrations that happen. Night and Day animals – sort and learn about What does it mean to be nocturnal? Why might an animal only come out at night?

What types of owls can we identify and find out about?
Label the main features of an Owl

Week 2: Learn about different traditions to celebrate spring, Holi (festival of colors), the cherry blossom-viewing Hanami in Japan, and Nowruz (Persian New Year), Easter, May day.

Materials and their Properties- Make house for Three Little Pigs, test out the strength and purpose of different materials

Week 3: Seasonal change/Extinction and fossils Dinosaur discover day, looking at time line of when the dinosaurs existed. Learn about Mary Anning. What does our body need to be healthy?

Week 4: Change and Adapting/ Life cycles frogs/how things change and grow. How can we keep our bodies healthy, exercise? Can we label the parts of our body

Week 5: Where do foods come from? Planting, Observe bulbs, How does food help us to grow/ healthy- Make smoothies, Try different fruits and vegetables

Week 6: Signs of spring/ starting to discuss and plant fruit or vegetables,, how do they grow, plant life cycle. look at the difference between the seasons

Animals and their young match and name.

Possible Visit to see lambing at the farm

Communication and Language

Tell me why!

- To ask questions to find out more.
- To begin to understand humour.
- To understand a range of complex sentence structures.
- To develop confidence to talk other adults they know at school.
- To talk in sentences using a conjunction e.g. and or because.

Introduce story mapping/ Story wosh oral retelling of story/story mapping sequencing events/ Sentence writing, describing a picture/Story Language-first next, after, suddenly, read and respond ask questions about the story , what is going to happen next, why? Hot spot character.

Physical Development

PE this term:

Elite

Linked to Art & Design - used of small tools.

Daily movement breaks, trikes, OPAL, outdoor resources and games.



Expressive Art and Design

Week 1: Owl painting using sponges/forks,

Week 2: Holi inspired art, explore colours, make colour wheels. Sticks, brick, straw making houses.

Week 3: Observational drawings, flowers make paper flowers, use watercolours/oil pastels

Week 4: Collage spring flowers - label the parts, Flower and leaf printing

Week 5: food printing/ make a fruit face

Week 6: Make and decorate eggs/Nature eggs

RE

Why do Christians put a cross in an Easter garden?

Week 1: What shape is a special symbol for Christians?

Week 2: Why are Christians given palm crosses?

Week 3: What happened to Jesus at Easter time?

Week 4: What do Christians do on Good Friday? What special things does the cross remind Christians about?

Week 5: How do Christians celebrate Easter Sunday?

Week 6: What does the name Jesus mean?



SPRING TERM 4 ANTARCTICA

English

Children in reception will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of Known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with Known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with Known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.



Maths

Children in reception will be learning to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity

Phonics

Supersonic Phonics Friends

PSHE

Children in reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others.
- Manage their own needs. • Personal hygiene
- 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

DEVELOPMENT
MATTERS

KUW

Children in reception will be learning to:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- 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 the effect of changing seasons on the natural world around them.



Physical Development



Children in reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- 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 spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes

Communication and Language

Children in reception will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day
- ASK questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



Expressive Art and Design

Children in reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.



Prime Areas

Communication and Language		Personal and Social Development			Physical Development	
ELG: Listening, Attention and Understanding	ELG: Speaking	ELG: self-Regulation	ELG: Managing Self	ELG: Building Relationships	ELG: Gross Motor Skills	ELG: Fine Motor Skills
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Participate in small group, class and one- to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

EARLY LEARNING GOALS

Specific Areas

Literacy			Maths		Understanding the World			Expressive Arts and Design	
ELG: Comprehension	ELG: Word Reading	ELG: Writing	ELG: Number	ELG: Numerical Patterns	ELG: Past and Present	ELG: People, Culture and Communities	ELG: The Natural World	ELG: Creating with Materials	ELG: Being Imaginative and Expressive
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>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> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; – Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>