

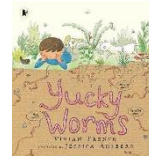
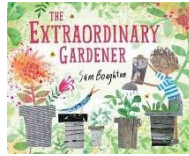
**What are we learning?**



# Come Outside!

## Key Themes and Books

St. Piran's Day, World Book Day, growing, mini-beasts, Easter, Seasonal changes – Winter into Spring. (May change with children's interests)



We will find learn about different plants and what they need to grow. We will write a simple set of instructions for planting a seed. We will also learn about different mini beasts.

We will begin our weekly Wild Tribe sessions and begin to explore the world around us using our 5 senses.

## Key Vocabulary

<b>Spring</b>	The season after winter and before summer,
<b>Environment</b>	The surroundings in which a person, animal, or plant lives.
<b>Map</b>	A representation of an area of land or sea showing physical features, cities, roads, etc.
<b>Observe</b>	Watch (someone or something) carefully and attentively.
<b>Composition</b>	The way in which a 'whole' is made up.
<b>Senses</b>	<b>Senses refer to the ability to see, taste, touch, smell, and hear.</b> They are essential for understanding and experiencing the world around us

## Personal Social and Emotional Development

**Express feelings:**

Express their feelings and consider the feelings of others.

**Manage behaviour:**

Identify and moderate their own feelings socially and emotionally.

**Self-awareness:**

Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.

**Independence:**

Manage their own needs.

**Collaboration:**

Work and play cooperatively and take turns with others.

**Social skills:**

Seek others to share activities and experiences.

*Seek familiar adults and peers to engage in conversations and ask for help.*

**Revisit/ ongoing throughout the year**

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary

## Year F Spring Term 2



## Maths

### Building 9 and 10

Find 9 and 10

Compare numbers to 10

Represent 9 and 10

Conceptual subitising to 10

1 more and 1 less

Composition to 10

Bonds to 10 (2 parts)

Make arrangements of 10

Bonds to 10 (3 parts)

Doubles to 10 (find a double)

Doubles to 10 (make a double)

Explore even and odd

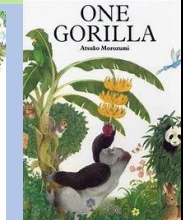
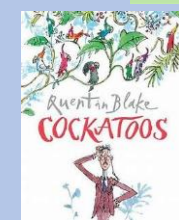
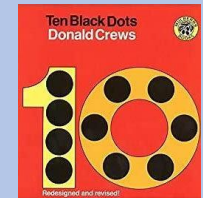
### Explore 3D shapes

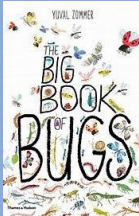
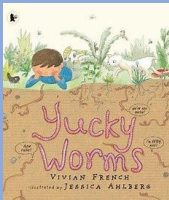

Recognise and name 3D shapes

Find 2D shapes within 3D shapes

Use 3D shapes for tasks

3D shapes in the environment



<p>Listen to others, speak to peers and adults and engage in discussions in a positive way.</p>		<p>Identify more complex patterns Copy and continue patterns Patterns in the environment</p>
<p style="text-align: center;"><b>Communication and Language</b></p> <p><b><u>Listening:</u></b> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Listen to and talk about stories to build familiarity and understanding.</i> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b><u>Attention:</u></b> Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.</p> <p><b><u>Respond:</u></b> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b><u>Understanding:</u></b> Follow instructions or a question with 2 parts in familiar situations</p> <p><b><u>Speaking:</u></b> Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p><b><u>Revisit/ ongoing throughout the year</u></b> 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 style="text-align: center;"><b>Understanding The World</b></p> <p><b><u>Chronology:</u></b> Talks about significant historical events and how things were different in the past.</p> <p><b><u>Enquiry</u></b> Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p><b><u>Respect</u></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.</p> <p><b><u>Mapping:</u></b> Draw information from a simple map.</p> <p><b><u>Revisit/ ongoing throughout the year</u></b></p> <p><b><u>Communication:</u></b> 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><b><u>Observation:</u></b> Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div>	

### Physical Development

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.

#### Gross Motor Skills:

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

#### Fine Motor Skills:

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.

#### Revisit/ ongoing throughout the year

Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment

### Literacy

#### Emergent writing:

Spell words by identifying the sounds and then writing the sound with letter/s.

#### Composition:

Orally compose a sentence and hold it in memory before attempting to write it.

#### Spelling:

Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.

Spell phase 2 tricky words.

#### Handwriting:

Form letters correctly.

#### Writing in response to a text:

Describe characters from familiar stories.

Writing captions to go with pictures from a story.

Speech/thought bubbles for the characters.

#### COMPREHENSION

Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).

#### WORD READING

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.



### Expressive Art and Design

Create collaboratively sharing ideas, resources, and skills.

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

Develop storylines in their pretend play.

**Printing:** 3D shapes.

**Drawing:** Observational drawings.

**Focus Artist** - Emily Stackhouse (observational drawing/painting of plants)

**Access Art Unit:** Still Life Compositions inspired by Cezanne

#### Revisit/ ongoing throughout the year

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.



Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**Phonics - Phase 3**

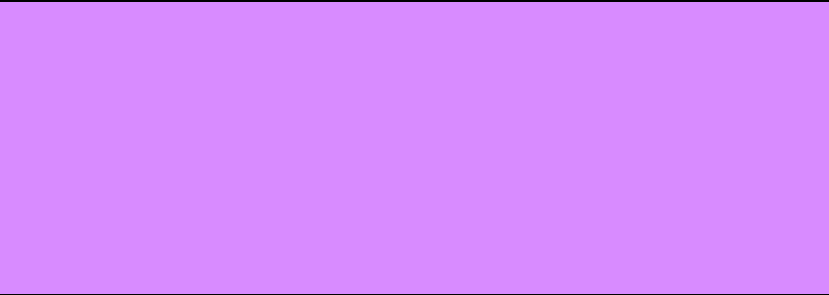
Know grapheme phoneme correspondence taught in phase 3.

Working on reading and writing a range of CVC words using all the phonemes taught so far. Secure spelling using taught graphemes.

Read phase 3 high-frequency common words.

**Revisit/ ongoing throughout the year**

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



**Ways to support at home**



- Questions to ask: What season are we in? Can you see any signs of spring yet?
- Ask your child 'What does it mean to feel proud?' Talk about something they have done that makes them feel proud?
- Can you practice writing the lowercase letters of the alphabet? Are you forming them correctly using the correct pencil grip?
- Can you use the sound sheets we have sent home to write the phase 3 graphemes? Can you write a word containing each grapheme?
- Can you explore the composition of numbers? Can you find the numbers within numbers? E.g. 7 is made of 5 and 2.
- Go for a walk in your local area. Can you create a map showing where you went? What things did you pass? How can you include them on your map?