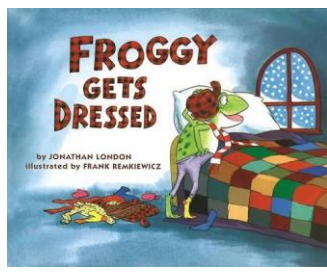
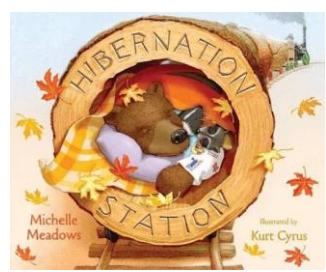
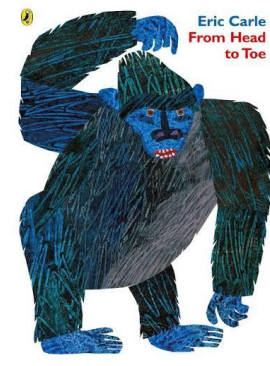
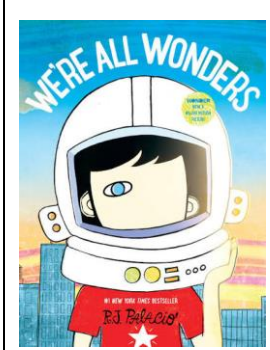


Term	Spring 1					
Topic	Autumn-Winter			Happy to be me		
Themes	-Signs of autumn/winter -Plants, trees and flowers -Clothing -Natural materials			-Self portraits -Senses -Body parts -Animals		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core texts						
Core rhymes	Mary, Mary, Quite contrary	Little Jack Frost	Rain, rain, go away	One finger, one thumb, keep moving	Head, shoulders, knees and toes	Round and round the garden
Core Vocabulary	Autumn, winter, season, weather, hibernation, deciduous, evergreen, frost			Self portrait, individual, deaf, blind, family, community, senses, appearance, diversity, belonging		
Core Knowledge	•To identify the signs of autumn and winter and describe how the weather changes across the seasons. •To recognise how plants, trees and animals change during autumn and winter. •To explore how people dress and adapt to colder weather to stay warm and safe.			•To identify features about themselves that make them individuals •To know what a self-portrait is •To know that eyes are used to see and ears are used to hear •To name and identify body parts on humans and animals		

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	•To observe and talk about seasonal changes in the natural environment using simple scientific vocabulary. •To compare the features of autumn and winter and recognise how they are different from other seasons. •To investigate natural materials and seasonal objects through exploration, play and hands-on learning.	•To know that animals use their senses in different ways to us •To identify how we are similar and different •To know who is in their family and how families can differ •To know what belonging means •To know what a community is and identify the communities and groups they belong to
	I will learn to...	
PSED	Maintain focus for short periods Follow rules and routines more independently Manage feelings using calming strategies with support Show patience and perseverance Make choices and complete tasks independently Take responsibility for self-care and safe behaviour Play cooperatively and build friendships Listen, respond and show empathy Begin to negotiate and resolve minor conflicts with support	
C&L	Listen attentively and sustain attention for longer Follow 2–3 part instructions Understand more complex language and new vocabulary Answer who/what/where/why questions and recall story details Speak in full sentences using a growing vocabulary Describe and retell events in sequence Express opinions and use talk to negotiate and problem-solve Begin to adapt speech for different listeners	
PD	Balance and move with control (hop, skip, jump, change direction) Throw, catch and kick with increasing accuracy Show coordination and stamina in movement activities Link movements together Develop secure pencil grip and mark-making control Copy simple letters and numerals with support Use scissors and small tools with increasing precision Build hand and finger strength	

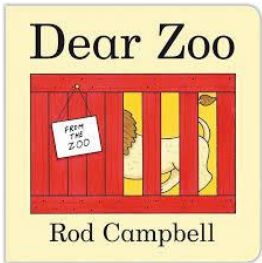
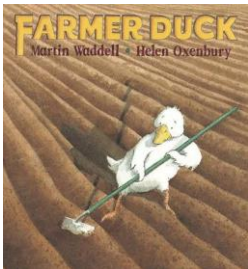
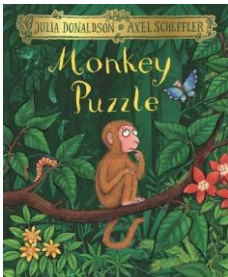
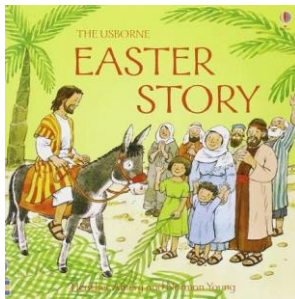
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	Complete PE scheme is followed across the school Topic: Dance (nursery rhymes) creating simple movement sequences begin to explore character movements																		
Reading	Retell familiar stories in sequence and recall key characters/events Answer questions and make simple inferences about texts Compare stories and use story language in play Understand simple non-fiction information Recognise Phase 2 and some Phase 3 sounds and digraphs Blend and segment words with growing confidence Read simple sentences and tricky words with support Begin to read aloud accurately and self-correct																		
Phonics	Little Wandle SSP Programme will be followed, using assessments to ensure interventions are planned accordingly. Spring 1; Weeks 1-5 Reception Spring 1 <table><tr><th></th><th>Phase 3 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>ai ee igh oa</td><td></td></tr><tr><td>Week 2</td><td>oo oo ar or</td><td>was you they</td></tr><tr><td>Week 3</td><td>ur ow oi ear</td><td>my by all</td></tr><tr><td>Week 4</td><td>air er words with double letters: dd mm tt bb rr gg pp ff</td><td>are sure pure</td></tr><tr><td>Week 5</td><td>longer words</td><td></td></tr></table>		Phase 3 graphemes	New tricky words	Week 1	ai ee igh oa		Week 2	oo oo ar or	was you they	Week 3	ur ow oi ear	my by all	Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure	Week 5	longer words	
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Week 5	longer words																		
Writing	Begin to write simple phrases using phonics, with support Spell CVC and some tricky words Use capital letters, full stops and finger spaces with support Re-read and check own writing																		
Maths	Count and know “how many” (cardinality) Subitise to 5 Begin to make and break numbers to 5 (part-whole)																		

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	Compare numbers to 10 (more, fewer, equal) Order numbers to 10 Use > / < language Recognise 2D and 3D shapes Begin measuring with non-standard units Notice patterns in routines
	White Rose Maths programme is followed across the school Topics: Alive in 5 Mass and capacity Growing 6,7,8
UW	Talk about their own experiences and things that happen in order Notice and talk about changes over time (growth, seasons) Listen to stories about the past and people who lived differently Use simple time words (now, then, before, after) Learn about different countries, homes, and communities Show interest in maps and globes Recognise similarities and differences between people Observe signs of spring and changes in plants Plant seeds, care for plants, and notice life cycles Explore animals and their young Explore simple forces (push, pull, magnets) and make predictions
EAD	Use a wider range of tools (brushes, rollers, sponges, scissors) Begin to represent ideas through drawings, paintings and models Combine techniques (painting, printing, collage) Show increasing control in cutting, sticking and shaping Talk about choices made in their creations Begin to evaluate own work Follow simple instructions in creative tasks Develop storylines in role play Use props and costumes to support play Sing a range of songs confidently Explore rhythm and beat using instruments Begin to create simple dance sequences

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	Use voice expressively Respond imaginatively to stories and music				
Term	Spring 2				
Topic	Animal Crackers		Easter		Spring
Themes	-Large animals -Small animals -Farm animals -Unusual animals -Camouflage -Offspring		-Easter story -Easter and Christianity -Easter celebrations -Easter symbols		-Signs of spring -Weather -Plants, flowers and trees -Life cycles
	Week 1	Week 2	Week 3	Week 4	Week 5
Core texts					
Core rhymes	Mary had a little lamb	Old McDonald had a farm	Five cheeky monkeys jumping on the bed	Baa Baa black sheep	Five Little Ducks
Core Vocabulary	Large, minibeast, farm, unusual, camouflage, adult, birth, hatch			Easter, Jesus, Cross, Resurrection, church, celebrate, spring, new life	Spring, blossom, bulb, growth, pollination, life cycle, habitat, seedling

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Core Knowledge	To know that there some very large animals on our planet •To know that there are some very small animals on our planet •To know and identify a range of farm animals •To know and identify some unusual animals and understand how some camouflage themselves • To know that adult animals can produce offspring •To know some of the correct names for baby animals such as puppy, kitten, lamb etc. •To know that baby animals grow into adults •To know a selection of stories that have animals as characters	•To recognise that Easter is a special celebration for Christians. •To learn the Easter story and understand why it is important to Christians. •To identify the symbols of Easter, such as eggs, chicks and crosses, and explore what they represent. •To explore how Easter is celebrated by different families, communities and churches. •To compare Easter traditions with their own experiences and recognise that people celebrate in different ways. •To develop an understanding of new life, growth and springtime through observations of plants, animals and the natural world.	•To identify the signs of spring and describe how the weather changes during the season. •To observe how plants, flowers and trees begin to grow and change in spring. •To recognise that many animals have babies in spring and explore their life cycles. •To investigate the needs of living things, including water, sunlight and care for healthy growth. •To compare spring with the other seasons and recognise how the natural environment changes throughout the year. •To develop curiosity and observation skills by exploring the outdoors and recording seasonal changes.	
	I will learn to...			
PSED	Cope with routine changes with reassurance Use problem-solving language Follow rules in games Manage longer wait times Begin to compromise Recover from upsets more quickly Show resilience with tricky tasks Work towards simple goals and show pride in achievements Follow multi-step routines independently Take responsibility for self-care and classroom jobs Understand right and wrong and reflect on behaviour Sustain cooperative play with peers Negotiate and problem-solve in play			

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	Show empathy and respect for others Build positive friendships
C&L	Cope with routine changes with reassurance Listen and respond in discussions Follow longer instructions and reasoning questions Understand time and abstract vocabulary Maintain attention despite distractions Recall and retell stories with detail Use longer sentences and correct tense Use story language and talk to organise ideas Explain ideas clearly and ask relevant questions
PD	Move confidently and safely in a range of activities Balance, coordinate and control movements in PE and play Work cooperatively in team games and group activities Show good posture and core control Begin to assess and manage simple risks Use tripod grip and form recognisable letters Cut, manipulate small objects, and use tools with control Write short words and labels Sustain focus in fine motor tasks
	Complete PE scheme is followed across the school Topic: Gymnastics * explore 'champion gymnastics'. *Create movements and balances in big and small ways on the floor and on apparatus. Create movements and balances with a partner.
Reading	Retell stories and sequence events Talk about characters, feelings and predictions Answer questions and share ideas about texts Follow simple written instructions Read Phase 3 sounds and digraphs Blend longer words and decode unfamiliar words using phonics Read simple books and tricky words fluently Begin to read with expression and notice punctuation
Phonics	Little Wandle SSP Programme will be followed, using assessments to ensure interventions are planned accordingly. Spring 2; Weeks 1-5 (phase 3)

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Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Writing

Write short phrases with reduced support
Begin to use capital letters and full stops more consistently
Spell CVC, CCVC, some tricky words accurately
Form letters mostly correctly and with control

Maths

Subitise to 5 and recognise patterns within numbers
Compose and decompose numbers to 10
Recall number bonds to 5
Compare measurements using taller, shorter, longer,
Increasingly able to order and sequence events using everyday language related to time
Begin to recognise odd and even in simple contexts
Recognise patterns within numbers (e.g. doubles, near doubles)
Continue and create number sequences
Recognise and compare quantities using symbols informally
Compare measures (longer, shorter, heavier, lighter)
Use positional language confidently

White Rose Maths programme is followed across the school

Topics:
Length, height and time

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	Building 9 and 10 Explore 3D shapes
UW	Compare past and present, sequence events, and use simple historical words Talk about family history and changes in their own life Learn about different cultures, countries, and communities Explore maps, transport, and roles in society Show curiosity and talk about differences respectfully Observe minibeasts, habitats, weather, and environmental changes Explore materials, floating/sinking, and living things Record observations with drawings and simple charts
EAD	Plan and create models, pictures, and purposeful artwork Choose and combine materials; use tools confidently Explore textures, techniques, and adapt work Show pride in finished pieces Engage in imaginative play and act out storylines Take on roles, improvise movements/sounds, and solve problems Perform songs, dances, and use instruments collaboratively

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