

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year R
Spring 2

Growing and Spring – including Easter

Using the child as the starting point, and considering how they have grown and what they have observed, our topic this half term is 'Growing and Spring'.

This topic allows the little one to use their communication and language skills as well as covering all six other areas of learning by:

Looking at how living things grow, looking at plants and animals.

Looking at and respecting differences in how we grow and how other animals grow. Promoting British Values of mutual respect and tolerance.

Chatting about the little ones favourite season and why with focus on the British Values of freedom of speech and express opinions.

Looking at what they know with regard to letters and numbers and how they are beginning to further develop and use these skills.

Continuing to follow new R.E. scheme.

Expressive Arts and Design

Easter accessories, Mothers' Day Cards, Still life daffodil.

Children sing songs, make music and dance, and experiment with ways of changing them.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Continuing to follow – Jolly Music scheme
Baking - revisit healthy options vegetable coleslaw and fruit salad. Easter marzipan chicks.

Making resources to complement big books.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

Literacy

Reading

Building on skills from last half-term. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. This half-term children will be looking at fiction and non-fiction books with regard to growing and life cycles, The Easter story and traditions in other parts of the world. This makes links with British values including mutual respect and tolerance.

Fiction books will be closely linked to the topic of growing and seasons.

Looking at words related to size.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children will write their own name, use adjectives to describe size. We will focus on letter formation, writing for a purpose including posters and making a card. Children will work on key word spelling (Lists 1-4), spelling CVC words and making phonetically plausible attempts at multi-syllabic words. Children continue phonics in small groups on a daily basis.

Mathematics

Number recognition and order including understanding more/less, ordinal numbers and comparing numbers so they can use scales [temperature] and measures.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Size including comparing size and using appropriate vocabulary. Pattern looking at repeating and random patterns including animal skins and flowers. An introduction of symmetrical patterns looking at butterflies. Sequencing events including life cycles of animals and plants.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

P.E.

Scheme: Real P.E and Imoves

Incorporating key skills within focused PE sessions. Physical development occurring each day within continuous provision both indoor and outdoor.

R.E.

Easter

Children to create a flowered covered cross, draw and label pictures which represents Easter and to make an Easter garden. Palm Sunday – children to re-enact the walk into Jerusalem and make a palm leaf.

Physical Development

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Development of fine motor skills- name writing, and grapheme formation.

Gross motor skills – how they and other animals move and how what they can do is different to a baby.

Fine motor skills – developing letter formation.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Independent skills – what they can do for themselves compared to what they could do when they were a baby.

Using tools and equipment safely and for purpose.

Personal Social and Emotional Development

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. British Values – mutual respect and tolerance.

Thinking about the relationship between animals and their young.

The needs of babies and young animals.

The needs of all living things to grow healthily.

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.

Further developing of independent skills- thinking about what they can now do and how their skills have grown.

Happy to chat about their families and where they are in the family.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand how to follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding right and wrong and how this understanding has grown over time with links to British values.

Thinking about the consequences of actions and talk with links to British values.

Understanding of the World

Looking at Easter traditions and in other countries- British values

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Looking at what grows? Living things – Mrs Nerg – look at each individually and sort living/non-living. Recap 5 ways to stay healthy.

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Looking at educational computer games and mouse control

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes

Music

Scheme: Charanga, Jolly music

This scheme is followed as a separate, focused lesson on a weekly basis.

The main focus during lessons is finding the pulse /beat. Using glockenspiels.

Learning and singing songs and making music goes on daily within the continuous provision.

Communication and Language

Developing skills with regard to comprehension and discussing books covered.

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Using speech as their first form of communication to give explanations of their understanding.

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Understanding- how to make a poster, a Mothers' Day Card.

Children follow instructions involving several ideas or actions. They answer 'how and 'why' questions about their experiences and in response to stories or events.