

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 interest theme is 'Growing and Spring'. It is planned to be open ended, enquiry based, and can be accessed on many different levels of development.

The theme is planned to evolve through a cycle of engagement, development, innovation & expression, this allows children have ownership of their learning experience.

A letter from a zookeeper will lead to looking at looking after animals. Looking at and respecting differences in how we grow and how other animals grow. Promoting British Values of mutual respect and tolerance through voting for Golden Time activities and books for story times.

Expressive Arts and Design

Mothers' Day Cards, observational drawing of a daffodil.

Scrubbing brush or moving paper cup animals-using a simple circuit.

Decorate a plant pot or similar.

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

Baking - revisit healthy options fruit/vegetable kebabs, coleslaw (Oliver's vegetable story)

Making resources to complement big books-sew sock puppets.

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.

Home corner-real food tins and boxes, real cutlery, oven gloves-safety.

Garden Centre/Jack and the beanstalk role play

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 -growing and seasons; recipe books

Non-fiction-Mr Wolf's pancakes; Dear Zoo; Giraffes can't dance; Jack and the beanstalk; Jasper's beanstalk'; Titch; The enormous turnip; Oliver's vegetables; Oliver's fruit salad; The tiny seed; Pig in the pond; Old Macdonald had a farm Farmyard Hullabaloo; Pig in the pond; Farmer Duck; Handa's Hen; Marvin wanted more! Rooster's off to see the world; Jen the hen; One lucky duck; Oww!; Captain Duck; Quack said the billy-goat; The best bottom; The surprise party; The runaway chapati.

Writing

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' spelling CVC words and making phonetically plausible attempts at multi-syllabic words. Write instructions how to plant a bean and how to look after it. Recount report from Farm visit. Applying phonics when writing and reading-daily dedicated phonics session.

Mathematics

Addition and subtraction -addition to 10; combining two groups to find the whole; number bonds to 10 - ten frame; number bonds to 10 -part-whole model.

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.

Geometry-Shapes and space-spatial awareness; 3D shapes, 2D shapes.

Garden Centre-Recognise 1p, 2p, 5p and 10p coins and know the value of each.

Solve practical problems involving counting or role play. Compare two weights using direct comparison; use language of heavier and lighter. Bags of beans.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems

P.E. IMOVES: Farm animals dance

Sequencing movements

REAL PE -Unit 4- co ordination-ball skills/counter balance in pairs

APPARATUS: Levels-high, low

R.E. Holi and 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 using a pre cursive style.

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, including Shrove Tuesday 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 about similarities and differences between themselves and others, and among families, communities and traditions.

Looking at what grows? Living things –Relationship between animals and their young. The needs of babies and young animals. Visit a farm. New baby and a toddler to visit. The needs of all living things to grow healthily. Families-where are they in their family? How we grow overtime. The Royal family.

Plant growth-beans, cress, bulbs.

Use educational computer programs on the interactive white board, a computer, an iPad. Online safety-games we should play and games that are not for us-age limits.

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.

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

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 and an Easter 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.

Pancake day-races; Easter egg rolling as a whole school event.