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| ***RECEPTION*** | ***Spring 1 Focus- Are We There Yet?*** | ***Spring 2 Focus- Are Eggs Alive?*** |
| ***Understanding the World*** | **GEOGRAPHY AND HISTORY**   * **Explore Flying Machines** – Aeroplanes and Helicopters. Make individual designs and create flying machines using paper/card/ feathers etc and explore the force used to fly a paper plane. * **Transport Past and Present** – Look at the transport slide show and talk about what transport was like in the past (old) and what transport is like now (present day) Sort Transport pictures into categories Past and Present. * **Where in the World Have you been? Exploring Atlases, Maps and the Globe** – Talk to the children about the Countries they have visited, find out if anyone was born in a different country or were there parents from another country. Find the countries on the globe and world map. Look at the big Atlas and show the different countries and some features. Look at and label maps – identify where we live in the UK/world. Introduce our link to Nepal and our link school in Kathmandu. * **How do we get there?** Talk about how we travel to faraway places – discuss best ways to travel to different distances. * **Pilot visit (28.2.22)** – Mr Johnston Pilot Talk – look at the photographs power point slides and listen to the information about a Pilot’s job and where in the world they fly. Ask questions/take photographs. * **Chinese New Year (1.2.22):**  talk about different festivals we know and introduce the Chinese New Year Festival and how it is celebrated around the world. Look at the Traditional Animal Race Story and explore the traditions/costumes/find China on the globe/world map * **Transport and Travel in the future –** Who was Neil Armstrong? Find out about him or travel to the moon/space. Read the story’ Way Back Home’ and design and label transport for space/future travel | **SCIENCE**   * **Living Eggs Project - Chick Eggs arrive in school – Monday 28th February till Friday 11th March** – Observe the eggs hatch and the chicks as they grow and develop. * **Experience holding and looking after the chicks** – what they need to grow and develop (food/water/clean bedding/nurture/care) * **Life Cycles** – Look closely as the chicks hatch and grow and discuss the lifecycle of a chicken/hen and present in a circle shape with spinner the reveal each section of the life cycle. * **Spring Senses Walk –** Take a walk around our outside area/field/woodland. What can we see/hear/feel/smell – make comparisons with our Autumn Senses walk. What is different? What is the weather like? What changes do we notice? How do the seasons affect trees/plants? * **Animals born in Spring –** reflect on and learn about the animals that are born in spring e.g. chicks/lambs/ducklings/frogs * **Life Cycle of a frog –** order and label the life cycle of a frog (observe frogspawn changing into tadpoles). * **Planting Cress –** Plant andobserve how cress is grown from seeds and discuss what the seeds needs to grow (water/light/nutrition) * **Daffodil Bulbs –** look at daffodil bulbs and see the stages of growth and regrowth – link to New Life * **Plant Bedding Plants -** using large green planter/pot outside EYFS building and watch them grow. * **Scientist Study- David Attenborough** |
| ***Literacy*** | **Talk for Writing**  ***Runaway Train by Benedict Blathwayt***   * Role play book hook train activity, Retelling story using actions, sequencing pictures from the story, drawing story maps, labelling character and setting, speech bubble captions, retell using story puppets, write simple sentences from the story. Write beginning, middle and end. Talk about key characters and events, problem and solutions, Make own story plan. * **Using Atlases and Non-Fiction Text to find about where we live in the world and compare with other countries -** Labelling Maps**,** writing postcard from a place we have been in the world | **Talk for Writing**  ***Six Little Chicks by Jez Alborough***   * Eggs arriving in school and set up an observation area, Retelling story using actions, sequencing pictures from the story, drawing story maps, character and setting description, speech bubble captions, retell using story puppets, write simple sentences from the story. Write beginning, middle and end. Make own story plan with new characters and setting. * Labelling the Life Cycle of a Chicken - use a split pin to move the wheel around to expose each stage of the life cycle. * Spring Senses Walk Writing – Describe what we see on our Spring Senses Walk * Labelling life cycle of a frog. |
| ***Phonics*** | **Phase 3 Phonics:** using letter fans, phonic cubes and magnetic letters to find digraphs and make words using the digraphs and trigraphs. | * Revisit Phase 3 sounds and tricky words. * Phase 4 blends |
| ***Favourite Five*** | Supertato  A Squash and a Squeeze  On the Way Home  Goodnight Moon  Mr Gumpy’s Outing | Duck in the Truck  Wriggle and Roar  The Very Hungry Caterpillar  The Runaway Wok  Aliens love Underpants |
| ***Mathematics*** | * Introducing Zero * Comparing numbers to 5 * Composition of 4 and 5 * Introducing 6, 7 and 8 * Making pairs * Combining 2 groups * Compare capacity * Length and height * Time | * Representing and sorting 9 and 10. * Ordering numerals to 10. * Composition of numbers to 10. * Comparing numbers to 10. * Bingo with numbers to 10. * Counting back from 10. * Number bonds to 10. * 3D Shape-matching objects * 3D Shape- Building * Pattern |
| ***PSED*** | * I can say sorry/ I can say thank you * Healthy eating * Medicines – when do we need medicines? Who should give us medicines? What other things around the house do we need to be careful of? * LGBT month * P4C/ SDG – Stimulus Life below water Game | * Fairtrade Fortnight * Personal hygiene. Discuss ways that we can keep clean and healthy * Healthy teeth. Discuss ways to keep our teeth healthy. * P4C Stimulus details: Letter from the Planet Leader. * SDG – Zero Hunger |
| ***Physical Development*** | * Jungle in the Gym- Gymnastics unit focusing on moving in different ways across, under and over a variety of equipment. | **Imoves- Mini Monkey Adventures**  The develop ways of moving and direction of travel; to make decisions; move confidently at different speeds and heights; move with control and coordination; object control; moving with a ball; develop listening and observational skills; develop cooperation skills; develop spatial awareness; develop their imagination; to concentrate; work independently and follow a leader; learn to take turns. |
| ***Expressive Arts and Design*** | * **Collage/Mixed Media:** make train tracks using tape/ paint and remove tape to create a clear track. Add coloured sand and tissue paper to create landscape textures. * **3D Model Making –** using boxes/card/paper to create a flying machine – aeroplane/helicopter/rocket * **Artist Study/Painting Styles/Colour Mixing–** study Dutch artist Vincent Van Gogh (1853-1890) explore colour mixing and painting techniques. Use bold brushstrokes to create transport paintings in the style of Van Gogh. * **Exploring Textures –** Creating a Collage World using children’s handprints in green for land/blue for sea/yellow for desserts/white for North/South Pole * **Pretend play:** role play TRAIN STATION with Cardboard train and carriage for children to get into and pretend taking a train journey. Have writing and picture resources to write what they see or label pictures. * **Small world:** use town mat and carpark/vehicles/small world people/buildings to create a familiar environment then contrast with jungle mat and animals or farm mat and farm animals etc and talk about contrasting settings. * **DT –** Design and make a Flying Bird using a paper aeroplane design and adding feathers/stickers/patterns then test design. How far can it fly? * **Emotion music:** Listen to Johann Strauss I: Eisenbahn-Lust Waltz (Railway Delight Waltz), * **Sing:** Riding My Bike and Wheels on the bus songs and add appropriate action and expression for each verse. * **Chinese New Year (1.2.22) Year of the Tiger -** Dress up/ make dragons/puppets/masks Listen to/sing Chinese New Year Song and add instrumentals. * **Circle and partner songs:** learn / revisit songs to sing with their friends *e.g. 5 little men in a flying saucer, Row row row your boat, the passengers got on 2 by 2 etc* | * **Collage/Mixed Media:** make collage chicks using feathers, card, paper. Design Easter Chick cards with folded paper dangling leg detail. * **3D Model Making –** using paper plates create a rocking/pecking chick and add details using mixed media. Construction craft chicks paper rolling and attaching features/textures. * **Artist Study/Painting–** Andy Warhol, Flowers, 1964 * **Exploring Textures –** Use Andy Warhol’s Flower paintings to inspire collage and textures flower pictures * **Pretend play:** role play FARM SHOP and CAFÉ with Market Stall shop and table and chairs/kitchen area. Have shopping lists/food orders/seed packets/writing templates for menus for children to write * **Small world:** use countryside/grass mat and create a farmyard environment with different farm animals/buildings talk about contrasting settings by changing to jungle mat and animals. * **DT –** Fruit tasting and making healthy Spring Smoothies * **Sing:** Dingle Dangle Scarecrow and The Farmer’s in his/her Den songs and add appropriate action and expression for each verse. * **Circle and partner songs:** learn / revisit songs to sing with their friends *e.g. chick chick chicken, Old Macdonald had a farm, Growing Seeds song (to for he’s a jolly good fellow), 5 Little ducks went swimming one day, 5 little speckled frogs, etc* |
| ***RE*** | * The Christian Creation Story (Genesis 1) * Looking after our world | * **RE – Shrove Tuesday, Ash Wednesday and Lent –** Thinking about the special events leading up to the important Christian festival of Easter. Designing own favourite pancakes and talking about giving things up and acts of kindness. * **Easter Story – Salvation UC Unit –** Why Do Christians put a cross in an Easter Garden? Design and create an Easter Garden with cross/hill/tomb and new life flowers **(31.3.22):**  talk about different festivals we have learned about and focus on Easter and the symbolism of New Life |