



Spring 2 – Down in the Woods



<u>Themes</u>	Spring	Feelings/Emotions linked to events		Everybody's Welcome	Special People (RE)	
<u>Possible lines of enquiry.</u>	Easter	Mother's Day	New Life	Traditional Tales	Night and Day Animals	Minibeasts
	David Attenborough	Forest School	Life Cycles	Andy Goldsworthy (Nature Sculptures)		Weather
	Persian New Year	Eid	Ramadan	World Book Day		


<u>Literacy texts</u>	Embedded in classroom life - daily story times, nursery rhymes, poems and songs.
	   
	(No Outsiders Text)


<u>Maths texts</u>	    
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<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><u>Communication and Language</u></p> 	<ul style="list-style-type: none"> *Understand how to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Ask questions to find out more and to check they understand what has been said to them. *Use new vocabulary in different contexts. *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Describe events in some detail. *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Develop social phrases. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. *Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs. *Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<p><u>CL provision, activities, enhancements.</u></p>	<p>Talking tins. Circle times. Adult led learning times. Daily story times, nursery rhymes and poems. Word of the day/week.</p>

<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><u>PSED</u></p> 	<ul style="list-style-type: none"> *See themselves as a valuable individual. *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others. *Manage their own needs – personal hygiene. *Factors to support and talk about their overall health and wellbeing.
<p><u>PSED provision, activities, enhancements.</u></p>	<p>NO OUTSIDES TEXT: My Family Book</p>



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<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><u>Physical Education</u></p> 	<ul style="list-style-type: none"> *Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. *Progress towards a more fluent style of moving, with developing control and grace. *Develop the overall body strength, co-ordination, balance and agility.. *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. *Combine different movements with ease and fluency. *Confidently and safely use a range of large and small apparatus.. *Further develop and refine a range of ball skills... *Develop confidence, competence, precision, accuracy when engaging in activities that involve a ball. *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. *Develop the foundations of a handwriting style which is fast, accurate and efficient. *Further develop the skills they need to manage the school day successfully... lining up and queuing, mealtimes.
<p><u>PD provision, activities, enhancements.</u></p>	<p>Forest School Daily mark making/handwriting Traditional playground games. Funky Fingers (possible ideas) Lego</p>



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<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><u>Literacy</u></p> 	<ul style="list-style-type: none"> *Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words matched to the school’s phonic programme. *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. *Re-read these books to build up their confidence in word reading, fluency, understanding and enjoyment. *Form lower case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with know letter-sound-correspondences using a capital letter and full stop. *Re-read what they have written to check it makes sense.
<p><u>Literacy provision, activities, enhancements.</u></p>	<p>Everybody’s Welcome (No outsiders)</p> <p><u>PHONICS – Introduce groups</u></p> <p><u>Phase 2 phonics</u> CONTINUAL REVISION and Intervention – sounds, tricky words, real and pseudo words.</p> <p><u>Phase 3 phonics</u> Revisit Phase 3 – starting to record in books. Children becoming more confident of digraphs and trigraphs, spelling words independently.</p> <p>Phase 4 Tricky words.</p>



Spring 2 – Down in the Woods




<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p data-bbox="170 563 257 592">Maths</p> 	<ul style="list-style-type: none"><li data-bbox="353 563 779 592">*Count objects, actions and sounds.<li data-bbox="353 600 465 628">*Subitise.<li data-bbox="353 636 1155 665">*Link the number symbol (numeral) with its cardinal number value.<li data-bbox="353 673 584 702">*Count beyond 10.<li data-bbox="353 710 591 738">*Compare numbers.<li data-bbox="353 746 987 775">*Understand the one more/one less than relationship.<li data-bbox="353 783 869 812">*Explore the composition of numbers to 10.<li data-bbox="353 820 1178 849">*Automatically recall number bonds for numbers 0-5 and some to 10.<li data-bbox="353 857 1171 885">*Select, rotate, manipulate shapes to develop spatial reasoning skills<li data-bbox="353 893 1809 922">*Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.<li data-bbox="353 930 913 959">*Continue, copy and create repeating patterns.<li data-bbox="353 967 819 995">*Compare length, weight and capacity.

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<p><u>Maths provision, activities, enhancements.</u></p>	<p><u>White Rose Maths</u></p> <p>Growing 6,7,8 – Time, length, Height</p> <p>Building 9 &10 – 9</p> <p>Building 9 & 10 – 10 (counting, tens frames, addition)</p> <p>Building 9 &10 – number bonds to 10.</p> <p>Building 9 & 10 – 3D shapes and patterns</p>
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<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><u>Understanding the World</u></p> 	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations from the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>



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<u>UW provision, activities, enhancements.</u>	R.E = Special People Spring Day and Night Persian New Year Mini beasts	Mother's Day New Life Life Cycles Eid/Ramadan
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<u>Area of learning</u>	<u>Knowledge and Skills</u>
<u>Expressive Arts & Design</u> 	<ul style="list-style-type: none"> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively, sharing ideas, resources and skills. *Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses. *Sing in a group or on their own, increasingly matching the pitch and following the melody. *Develop storylines in their pretend play. *Explore and engage in music making and dance, performing solo or in groups.
<u>EAD provision, activities, enhancements.</u>	Goldilocks music activities Bear Hunt story telling Gruffalo story telling



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