



Prime Areas: Spring Two

As communicators, speakers and listeners our children will:
(Communication and language)

Skills to develop:

- Learn rhymes, poems and songs.
- 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.
- Explain how things work and why they might happen.
- Use new vocabulary in different contexts.

Types of quality first teaching: Word Aware sessions – learning new vocabulary and concepts. 'Voting' Story station and regular story times.

Activities and Experiences: Tapestry Show and Tell Time, Small Circle Time, Social Groups, NELI programme for identified children.

Our curiosity cube will inspire and provoke discussion linked to our topic. Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.

As our "Fantastic Growing selves" our children will:
(Personal, social and emotional development)

Skills to develop:

- Identify and moderate their own feelings socially and emotionally.
- Show perseverance in the face of challenge
- Play cooperatively with others
- Think about the perspectives of others.
- Manage their own needs such as remembering to wash their own hands before snack.
- Know and talk about the different factors that support their overall health and wellbeing.

Types of quality first teaching: Circle times, friendship stories, songs, rewards and positive praise boards.

Activities and Experiences: Circle Times, Friendship Stories, Class Rewards, Calm Corner Provision.



As movers and shakers our children will:
(Physical Development)

Skills to develop:

- Revise and refine the fundamental movement skills they have already acquired
- Progress towards a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.
- Further develop and refine a range of ball skills

Types of quality first teaching: Spiral PE teaching, dough disco, brain breaks and Music Express teaching.

Activities and Experiences: Funky finger challenges, Climbing Frame, 'Big' Construction, 'Small' Construction, Painting Wall, Dough disco

Enhancements to provision to develop specific skills will be linked to the topic.

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 22 → 28)
Music - Music Express - Unit: Growth and Change
RE - Leeds Agreed Syllabus – Unit: How do people celebrate in Spring?
Computing – Range of Mini Mash Activities



Specific Areas: Autumn Two

As Writers and Readers our children will: (Literacy)

Skills to develop:

- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
- Re-read what they have written to check that it makes sense.

Types of quality first teaching: Shared writing (lists, labels and captions), story sequencing, wanted posters, character drawings.

Types of provision: Mini Mash name writing games, sand and salt trays, roll out paper, notebooks and pens, painting wall, phonics games and challenges, such as bingo, word hunts and obstacle courses.

Types of Texts:

Mad about Mini Beasts

The Very Hungry Caterpillar

The Teeny Weeny Tadpole

The Very Busy Spider

Caterpillar to Butterfly

Tadpole to Frog

The Traditional Christmas Story (the nativity)

Specific Planned Content
Across The Curriculum

As Mathematicians our children will: (Mathematics)

Skills to develop:

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Compare quantities using language: 'more than', 'fewer than'
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. •
- Combine shapes to make new ones – an arch, a bigger triangle etc.

Types of quality first teaching: White Rose Maths input activities (Building 9 and 10)

Types of provision: White Rose Maths and NCTEM enhancing provision activities, Mini Mash Maths Games, natural loose parts, access to all Maths resources in play.

Types of Texts: Mouse count, Nine Naughty Kittens, Feast for Ten, Pattern Bugs, Changes Changes and Pattern Fish.



Specific Areas: Autumn Two

As children of the world our children will: (Understanding of the World)

Skills to develop (Science and R.E):

- Recognise that people have different beliefs and celebrate special times in different way
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside

Types of quality first teaching and provision:

Pond Dipping and identifying pond life.

Identifying mini beasts.

Minibeast hunting in the garden

Finding minibeast habitats

Exploring a worm Farm

Investigating life cycles

RE Unit: How do people celebrate in Spring?



As explorers and creators our children will: (Expressive Arts and Design)

Skills to develop:

- Explore the differences between colours and refine their colour mixing
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Explore, use and refine a variety of artistic effects.
- Design and construct using a range of materials.
- Reflect with children to discuss if they have achieved their aim.

Types of quality first teaching and provision:

DT: (Design, Evaluate and Improve)

Minibeast houses out of sticks and tape.

Paper plate mini beasts.

Art:

Salt dough Mini Beasts (Sculpture)

Fine motor printing with cotton buds and fingers. (Print)

Music Express: Growth and Change (Linked to Physical Development)

Increasingly matching the pitch of their singing and follow the melody



Year: Reception Term: Spring Two Topic: "Minibeasts"



PE: Threshold Concepts (Highlight focus areas for Half Term)

Reception and KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing

Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
This half term there will be a whole school focus on 'Hope' through assemblies, circle and discussion times.	We will revisit our learning throughout this half term with the use of knowledge organisers and quick quizzes. We will also continue our Word Aware sessions, learning a wide range of new vocabulary.	This half term, we will study the job of a Scientist and explore how they investigate animals and humans to help us learn about them.	This half term in our RE lessons, we will learn about people of different faiths and how they celebrate Autumn. We will link this to our own experiences of our life stories so far.