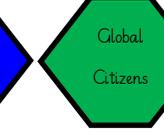
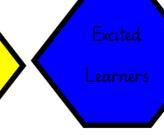


Prior learning—

Pets, farm/autumn/  
Christmas animals, dino-  
sours, dragons, arctic/  
Antarctic animals



Prior learning—changes  
in ourselves—growing  
from a baby to a child.  
Seasonal changes au-  
tumn/winter



## Animals

### Ducks/chicks

Ducks, ducklings, chicks, chickens, hen

### Farm animals

Cow, pig, sheep, calf, piglets, lambs,  
chickens, hens, ducks, horses, goats

### Wildlife

Animals waking up from hiberna-  
tion—hedgehogs, dormice, bats

### Mythical creatures

Giants, unicorns (link to Jack and the  
beanstalk and growing)

Future learning—, sea life, animals  
around the world. Animals studied  
throughout KSI/KS2. Y1 naming,  
describing and comparing common  
animals.



# Spring 2/Summer 1

## All About Spring



### Key books

Mr Wolf's Pancakes  
The big pancake  
Mama Panya's Pancakes  
The Very Hungry Caterpillar  
Superworm  
Jasper's Beanstalk  
The Tiny Seed  
Sam's Sunflower  
A Squash and a Squeeze  
Farmer Duck

### Fairy tales/ traditional tales

Jack and the Beanstalk  
3 Billy Goats Gruff  
3 Little Pigs  
Fairy tales/castles and knights – Cinderel-  
la, Snow White, Rapunzel, Beauty and the  
Beast  
The Little Red Hen  
The Ugly Duckling

## Changes

Spring (Mon 20th March)

What changes can you see? What  
similarities and differences are there?

Future learning—changes in  
summer  
Y1—seasonal changes  
Evolution studied throughout  
KSI/KS2

Prior learning—people who help us  
in school/friends/family/builders,  
shop keepers, farmers, emergency  
services, postal workers, road workers

## People who help us

Farmers

Future learning—Y1 The  
Great Fire of London. Y2  
Florence Nightingale.

Prior learning—

Growing pumpkins, evergreens/holly

## Growing

Spring flowers—daffodils/  
tulips, sunflowers, beans.

Life cycles—caterpillars/  
butterflies, ducks, chicks

Future learning—Growing and  
planting in summer term.  
Y1 garden plants, wild plants,  
trees, flowering plants.  
Humans and plants studied  
throughout KSI/KS2

## General Vocabulary

Growing—grow, flowers, leaves, petals, stem, roots, buds, seed, bulbs

Animal growing—hatch, crack, cocoon, egg, grow

Seasonal changes—blossom, warmth, sunshine,

Animals—cow, calf, pig, piglet, sheep, lambs, chicks, chicken, hen,  
ducks, ducklings,

Prior learning—Ladybirds, slugs, snails, earwigs, woodlice, spiders

### Mini-beasts

Caterpillars  
Butterflies  
Bees/wasps  
Ladybirds  
Worms

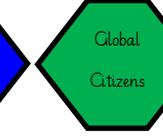
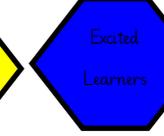
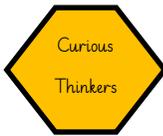
Future learning—caterpillars/butterflies, bees, wasps, ladybirds in summer, Y2 living things, habitats (including micro-habitats) and food chains.

Prior learning—Birthdays, Diwali, Halloween, Bonfire Night, Remembrance Day, Children in need, Hannukah, Advent/Christmas, New Year, Valentine's Day

### Celebrations/ special days

World Book Day  
Holi Festival  
Red Nose Day  
Mother's Day  
Easter  
Ramadan/Eid  
St George's Day

Future learning—Birthdays celebrated throughout the year



# Spring 2/Summer 1

## All About Spring



Prior learning—Tractors (farming), coach, walking, cars, trains, snow travel—snowboarding, ice-skating, skiing, snow ploughs, cars

### Transport and travel

Farmers—tractors

Future learning—EYFS—Summer trips. Y1 Local area and seaside  
Locational/place knowledge studied throughout KS1/KS2

### Visits/Events

Parent workshop – Spring/  
Easter

Easter bonnet parade

### Spring 2 – All About Spring

Monday 19<sup>th</sup> February—Eric Carle (Author spotlight) Minibeasts

Monday 26<sup>th</sup> February—Eric Carle (Author spotlight) Minibeasts

Monday 4<sup>th</sup> March—WBD/Mother's Day

WBD Thursday 7<sup>th</sup> March—Mother's Day Sunday 10<sup>th</sup> March

Monday 11<sup>th</sup> March—Spring/RND

Red nose day Friday 15<sup>th</sup> March

Monday 18<sup>th</sup> March—Easter/Holi (colours)

Spring begins Wednesday 20<sup>th</sup> March—Holi festival Monday 25<sup>th</sup> March—Easter—Good

Friday—Friday 29<sup>th</sup> March, Easter Sunday—Sunday 31<sup>st</sup> March

EASTER HOLIDAY Monday 25<sup>th</sup> March – Friday 5<sup>th</sup> April

### Summer 1 – All About Spring

Monday 8<sup>th</sup> April—Oliver Jeffers (Author spotlight)

Caterpillars arrive/chick eggs in school Tuesday 9<sup>th</sup> April

Monday 15<sup>th</sup> April—Sunflowers

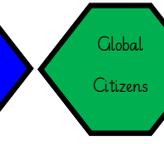
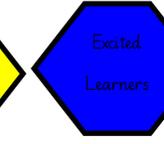
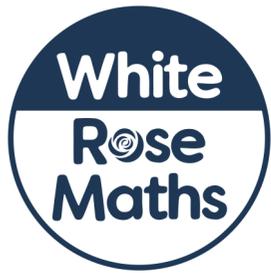
Monday 22<sup>nd</sup> April—Chicks/eggs—Life cycle

Monday 29<sup>th</sup> April—Beanstalks/Jack and the beanstalk

Monday 6<sup>th</sup> May— Castles

Monday 13<sup>th</sup> May—Chicks

Monday 20<sup>th</sup> May—Fairy tales



# Spring 2/Summer 1

## All About Spring



Prior learning—N  
Colours, numbers 1-5, pattern, 2D shapes, composition, counting, subitising

Prior learning—Rec  
Numbers 0-8, comparing, composition, mass, capacity, pairs, length, height, time, combining 2 numbers, 2D shapes, pattern

### Nursery (master the curriculum)

Height & Length, mass, capacity

More than/fewer, one more, one less, 2D shapes, pattern

### Reception. (WRM)

#### Building 9&10

Counting to 9&10, comparing numbers to 10, bonds to 10, even and odd

#### Explore 3D shapes

3D shapes, spatial awareness, patterns

#### To 20 and beyond

Build numbers beyond 10, continue patterns beyond 10, verbal counting patterns

#### How many now?

Adding more, taking away

#### Manipulate, compose and decompose

Select, rotate, manipulate, compose and decompose shapes. Copy 2D shape pictures. Find 2D shapes within 3D shapes.

Future learning N—  
Number composition 1-5, night and day, positional language

Future learning REC—  
Summer—find my pattern (doubling, sharing, even & odd), on the move (patterns, mapping)

Prior learning—speed sounds lessons, single letter sounds, word time, Fred talk games, oral blending, Segmenting/blending CVC words

### Literacy/phonics RVI –Nursery

Children taught single letter sounds throughout the year in small phonics sessions. Fred talk games and oral blending.

### Literacy/phonics RVI –Reception

Speed sound lessons

Teach letter formation

Word time reading

Fred talk games

Children assessed end of Spring 2 and end of Summer 1, and grouped (split into 4 groups throughout Reception)

Expectation for children to read all set 1 and set 2 sounds speedily. Child to Fred talk CVC/CVCC/CCVC words and read some 'red words' by end of Summer 1. Children to be able to read a simple sentence.

One to one tutoring for lowest 20%

Pinny time throughout the day

Future learning REC—  
Set 3 sounds, Green/purple/pink books



## We are mathematicians through...

Daily counting the number of children in class after registration and daily going through our calendar—days of the week, week date, months)

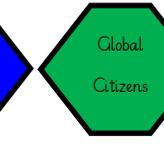
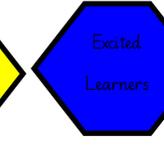
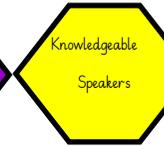
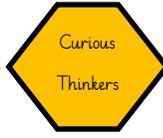
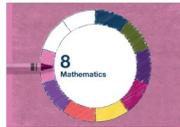
Having a question of the day for children to discuss most popular choice—more than, less than, counting

Counting farm animals, groups of animals, combining groups.

Using mathematical language (size, length, height) when describing farm animals, chicks/ducks, caterpillars/butterflies, minibeasts, wildlife

Using mathematical language (size, length, height) when describing growth/growing, beanstalks, flowers, sunflowers, measuring height of plants,

Writing numbers



# Spring 2/Summer 1

## All About Spring



## We are readers through...

Retelling stories

Recognising print in the environment

Learning new vocabulary through the stories we read and listen to

Describing spring and learning new vocabulary

Understanding print –meanings/purposes

Exploring text and books



## We are writers through...

Dough disco/squiggle while you wiggle

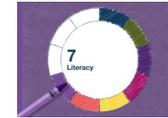
Describing spring and learning new vocabulary

Labelling spring scenes/animals/growing

Writing cards (Mother's Day, Easter, Eid)

Writing our name

Sequencing stories



## We are scientists through...

Exploring seasonal changes and the natural environment.

Using and exploring collections of spring materials (blossom, petals, leaves, soil, compost, seeds, bulbs)

Observing the changes to trees and learning about the lifecycles (blossom on trees, leaves, buds)

Learning about new life and farm animals.

Learning about life cycles of caterpillars/butterflies, chicks, ducks.



## We are geographers through...

Talking about our local area, where we live.

Talking about places in the world—farms, countryside, towns, cities.

Talking about similarities and differences between families and countries. Exploring and observing the natural world.

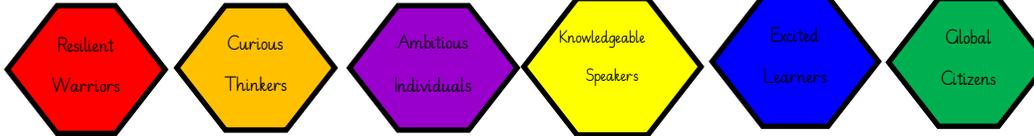


## We are historians through...

Talking about photos and memories  
Talking about experiences that are familiar and how these may have differed in the past

Talking about when we were young and things that happened before we were born.

Comparing and contrasting characters from stories, including figures from the past (Easter, Eid)



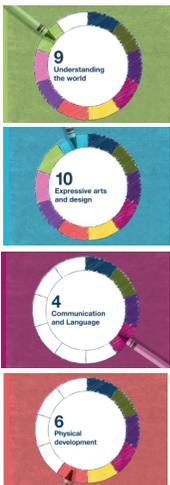
# Spring 2/Summer 1

## All About Spring



## We are computer engineers through...

Using applications on the IWB to write/draw about spring, Easter, Eid. Using iPads and cameras to take photos of seasonal changes. eBooks and online stories. Role play toys—defunct mobile phones/keyboards  
Programming bee bots



## We are musicians through...

Singing nursery rhymes. Singing and listening to songs.  
Using different instruments.  
Listening to music from other cultures.

Listening to and singing songs linked to our topics—Happy Birthday, spring songs, Easter songs.



## R.E.

Easter/Eid.  
Local environment and understanding that some places are special to members of their community—churches/mosques.

Recognise that different people have different beliefs and celebrate special times in different ways.



## We are athletes through...

Understanding our bodies and how our bodies move.  
Developing physical skills and movement vocabulary—gallop, slither, follow, lead, copy, crawling, climbing, jumping, running, walking) Using wheeled resources—2 wheeled bicycles, pedal bikes, prams, carts, wheelbarrows)



## Languages

Children will talk about the differences they have experienced or seen in photos. They will develop positive attitudes about the differences between people through class discussions. Children will explore different countries and cultures through role play/small world/construction. Reception children will respond to the register in different languages.



## We are artists through...

Creating art through using natural objects—spring painting  
Exploring colours and materials to make spring/farm scenes, farm animals, flowers. Making props to support role play



## We are designers through...

Designing small worlds with construction kits  
Creating spring/farm scenes and pictures using collage, paper, paint, chalk, pastels.

Joining materials—tape/glue/paperclips, split pin animals.  
Making props to support role play  
Building stables/pens for farm animals

