

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



Resilient
Warriors

Curious
Thinkers

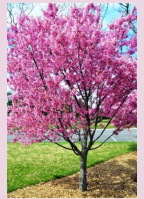
Ambitious
Individuals

Knowledgeable
Speakers

Excited
Learners

Global
Citizens

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



Spring 2/Summer 1

All About Spring



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.

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.

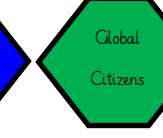
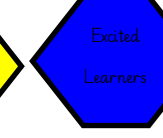
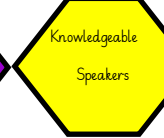
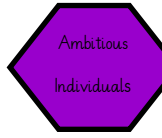
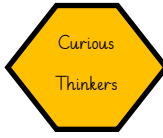
Prior learning—Birthdays, Diwali, Halloween, Bonfire Night, Remembrance Day, Children in need, Hannukah, Advent/Christmas, New Year, Valentine's Day

Celebrations/special days



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

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
- Farm trip

Spring 2 – All About Spring

Monday 24th February—Eric Carle (Author spotlight) Minibeasts

Monday 3rd March—Pancake Day/WBD
Pancake Day Tuesday 4th March—WBD Thursday 6th March

Monday 10th March—Eric Carle The Hungry caterpillar/Holi (colours)
Caterpillars arrive/Holi Friday 14th March

Monday 17th March—Spring/RND
Spring begins Thursday 20th March. Red nose day Friday 21st March—

Monday 24th March—Mother's Day
Mother's Day Sunday 30th March

Monday 31st March—Farm/Farm animals

Monday 7th April—Easter
Easter—Good Friday—Friday 18th April, Easter Sunday—Sunday 20th April
Chick eggs in school

EASTER HOLIDAY Monday 14th April – Friday 25th April

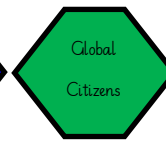
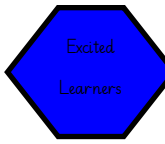
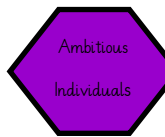
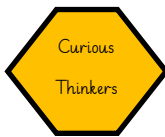
Summer 1 – All About Spring

Monday 28th April—Oliver Jeffers (Author spotlight)
Farm trip—Little Owl Farm Wednesday 30th April

Monday 5th May—Chicks/eggs—How to look after chicks & Life cycle
Chick eggs due to hatch

Monday 12th May—Dinosaurs (eggs)

Monday 19th May—Growing beanstalks and Jack and the beanstalk



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

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

Nursery (master the curriculum)

Height & Length, mass, capacity

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

Reception. (mastering number)

Counting, ordinality and cardinality, staircase patterns, comparison, ordering numbers to 8, less than, composition of 7, doubles, odd and even numbers.

Counting larger sets, subitising to 5, composition of 5 and 10, comparison.

Reception. (WRM)

Explore 3D shapes

3D shapes, spatial awareness, patterns

Manipulate, compose and decompose

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



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), recall of bonds to 5, composition to 10, number patterns.

Literacy/phonics RWI –Nursery

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

Literacy/phonics RWI –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)

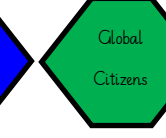
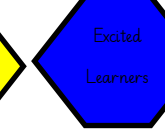
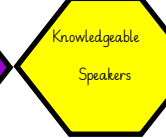
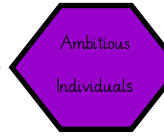
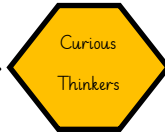
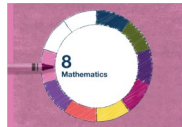
Having a question of the day for children to discuss most popular choice—more than, less than, counting

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

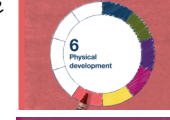
Describing spring and learning new vocabulary

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.



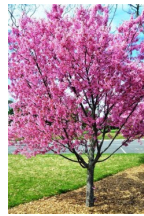
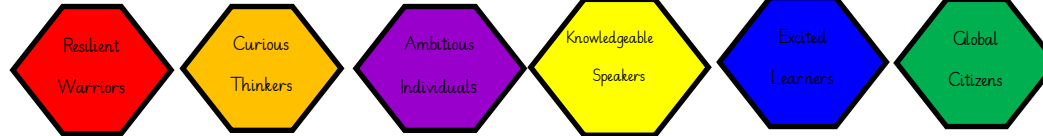
We are historians through...

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.



RE

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

