





	<p><u>Physical Development/ Handwriting</u></p> <ul style="list-style-type: none"> <li>Daily dough disco</li> <li>Letter families handwriting</li> <li>Handwriting CVC words and red words</li> <li>Weekly PE lessons</li> <li>Daily access to outdoor area for gross motor skills</li> </ul>	<p><u>Expressive Arts and Design:</u></p> <ul style="list-style-type: none"> <li>Symmetrical butterfly paintings</li> <li>Bugs and Butterflies song</li> <li>Spring Chicken song</li> </ul>	 <p>Curriculum links to Year 1 "Weather Watchers" Seasonal change</p>
				<p><b>Spring Adventure Spring 2</b></p> <p><u>Enquiry theme:</u> How do things grow and change?</p>	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>Growing beanstalks</li> <li>Growing butterflies</li> <li>Identify and compare key signs of the seasons</li> <li>Life cycles</li> <li>Show care and concern for living things</li> </ul>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>We follow the scheme Read, Write, Inc.</li> <li>Children will be taught and supported at the appropriate level for them to help them make the best progress.</li> <li>Following Read, Write, Inc's projected progression, children will learn to:</li> <li><i>Review Set 1 sounds speedily</i></li> <li><i>Read Word Time 17 words (words with double consonants and 4- and 5- sound words)</i></li> <li><i>Review Word Time 11 to 16</i></li> <li><i>Read 3 and 4 sound nonsense words</i></li> <li><i>Spell using Fred Fingers</i></li> <li>We will learn the "red words":</li> <li>I, the, no, go, to, he, she, we, me, be, said, you, are, my, once + <b>your, was, like, is</b></li> </ul>
<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>We use Mastering Number (NCTEM) and White Rose Maths. Topics covered this term include: <ul style="list-style-type: none"> <li>Comparison and ordering to 10</li> <li>Doubles</li> <li>Equals parts, sharing and comparing</li> <li>Counting things that cannot be seen</li> <li>Counting larger sets</li> <li>Length, height and time</li> <li>Patterns</li> <li>3D shapes</li> </ul> </li> </ul>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>Reflect on emotions expressed in stories and link to their own experiences</li> <li>Work independently on short tasks, showing increasing independence, focus and resilience</li> <li>We follow the scheme <u>Jigsaw</u> for PSHE lessons.</li> <li>The theme this term is "Healthy Me - Being and Keeping Safe and Healthy"</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>Seasons, nature, life cycles</li> </ul> <p><u>"Tapestry Tuesday" / Show and Tell</u></p> <ul style="list-style-type: none"> <li>Each Tuesday we will dedicate time to sharing and celebrating the achievements, milestones and updates from the members of our class family.</li> <li>Please add observations to Tapestry for your child to share with the class.</li> <li>These can be anything that they feel proud about or would like to talk to the class about.</li> <li>This term, our focus will be asking and answering "<u>why</u>", "<u>who</u>", "<u>when</u>" and "<u>how</u>" questions</li> </ul>	<p><u>Communication and Language focus:</u></p> <ul style="list-style-type: none"> <li>Using the connectives "and", "because" and "then"</li> <li>Develop a range of social phrases in different contexts</li> <li>Say the days of the week in sequence and identify which day comes next</li> <li>Understand idioms - e.g. "ants in your pants" or "get your skates on"</li> </ul> <p><u>Vocabulary focus:</u> Seasons, nature, life cycles, minibeasts, rhymes and poems</p>			
<p><u>Enrichment suggestions</u></p> <ul style="list-style-type: none"> <li>Planting and caring for seeds</li> <li>Growing butterflies</li> <li>Mother's Day</li> <li>Eid</li> <li>Red Nose Day</li> <li>Spring Nature Walk</li> </ul>	<p>Our Whole School Value is:</p> <p><u>Resilience</u></p> 		<p><u>Non-Fiction Book of the week</u></p> <ul style="list-style-type: none"> <li>Each week we choose a non-fiction book to dip into and to learn about something new. Children are encouraged to share their own interests and fascinations to guide our choices.</li> <li>Topics may include subjects which complement our core learning, such as: Minibeasts, animals, Spring, Eid, growing plants</li> </ul>			