Termly Overview 2022/23 Term: Spring 2

**Our Topic – Into the Woods**

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|  | | **Week 1**  **Wk bg 20/2** | **Week 2**  **27/2** | | **Week 3**  **6/3** | **Week 4**  **1133** | **Week 5**  **20/3** | **Week 6**  **27/3** | | **Any other information** |
| **Key texts** | | Pancake Day  Stickman | The Gruffalo | | Jack and the Beanstalk  Handa’s Surprise | Owl Babies/Owl non-fiction  Robin Hood | The Very Hungry Caterpillar  Bee non-fiction | Easter poetry/Seasonal Changes  Teddy Bears Picnic | | We will be holding a Teddy Bears Picnic in the final week – more details to follow  We will also be going across the road to have a look at the Flintham shop beehive and will be tasting delicious honey |
| **Themes**  **(Knowledge and Understanding links)** | | What is a habitat? Woodland and local habitats to Flintham  Features of a woodland  How do trees  change over time? | Which animals might we find In a woodland?  How are these animals suited to a woodland habitat? Where do they live?  How do we sort animals  into different groups? | | How do we know if something is living?  Living and non-living  What does a plant need to grow?  Plants – growing from a seed, parts of a plant  Where does our food come from? (Banana, Cocoa pod) | How does an owl change as it grows?  Lifecycle of an owl  Who was Robin Hood?  History of Robin Hood  What did he wear? | How does a caterpillar changes as it grows?  Minibeasts  Lifecycle – Caterpillar  How do animals survive in the woodland?  Food chains  How do bees help our environment?  Bee keeping – link to Flintham Shop Bee Hive | How does the weather change in Spring?  Seasonal changes- weather and climate  How have Teddy Bear’s changed overtime?  History of the Teddy Bear | | Keep your eye our for more information about our Teddy Bear Picnic. This will be sent out later in the term. |
| **Literacy**  Reading  Writing | Rec | Reading and writing in line with RWI group  Name writing  Rhyming words  Woodland riddle | Reading and writing in line with RWI group  Name writing  Rhyming words  Story maps  Labelling  Recount/story maps  Instructions | | Reading and writing in line with RWI group  Name writing  Rhyming words  Lists  Labelling  Recount/story maps  Character speechbubbles | Reading and writing in line with RWI group  Name writing  Rhyming words  Lists  Labelling  Non fiction – writing facts | Reading and writing in line with RWI group  Name writing  Rhyming words  Lists  Labelling  Non fiction – writing facts | Reading and writing in line with RWI group  Name writing  Rhyming words  Easter and spring poetry | | The aim by the end of the spring term in RWI is for children to;  Know all set 1 sounds speedily  Fred talk most words  Read Alien (nonsense words)  Read words containing special friends (set 1 digraphs)  Please continue to read at least four times a week with your child and continue to enjoy bedtime stories together where you read to them. |
| F1 | Reading spine book – Gruffalo  (Linked activities)  Name writing | Reading spine book –Gruffalo  (Linked activities)  Name writing | | Reading spine book –Jasper’s Beanstalk  (Linked activities)  Name writing | Reading spine book –Jasper’s Beanstalk  (Linked activities)  Name writing | Reading spine book – The Very Hungry Caterpillar  (Linked activities)  Name writing | Reading spine book –  The Very Hungry Caterpillar  Name writing | |  |
| **Rhyme of the Week** | | Little Miss Muffet | Incy Wincy Spider | | Creepy Crawly  Round and round the garden | The ants go marching | Here is the beehive | Teddy bear, Teddy Bear, turn around | | If you can practise these rhymes at home, this would be a great! |
| **Phonics** | Rec | Read Write Inc Phonics Programme | | | | | | | | |
| F1 | Nursery Read Write Inc Phonics Programme / Phase 1 letters and sounds | | | | | | | | |
| **Maths**  Number,  Numerical Patterns, Shape, Space and Measures | Rec | Counting to 9 and 10, composition of 9 and 10, Comparing numbers to 10 | Comparing numbers to 10, Number bonds to 10 | | 3D shape, spatial awareness, pattern | Consolidation based on assessments | | | |  |
| F1 | Saying numbers in a sequence  Identifying smaller numbers within a number | Counting: tagging each objects with one number word  Inverse operations | | A number can be partitioned into different pairs of numbers | A number can be partitioned into more than two numbers  Number bonds; knowing which pairs make a given number | Make their own AB pattern  Spotting an error in an AB pattern | Identifying the unit of repeat  Continuing an ABC pattern | |  |
| **Reception**  **Key topic vocab**  \*On vocab mats | | Habitat  Woodland  Forest  Woodland | Female/male  Mammal  Backbone (Vertebrate/Invertebrate)  Amphibian  Same (similarities)  Different (Differences)  Badger  Bat  Frog | | Journey  Sunlight  Food  Water  Shelter  Stem  Petal  Leaf  Roots  Temperature  Seed  Bulb | History – In the past/ago  New/Old  Before  After  Legend  Clothing  Male/Female  Lifecycle  Colour wheel  Warm colours  Cold colours | Male/female  Lifecycle  Mini-beast  Insect  Worms  Snail  Spider  Honeybee  Nectar | Spring  Seasons  Weather  New life  Seasons  Spring  Bud  History – In the past/ago  New/Old | | Please talk to your child about these key words each week to reinforce what they are learning at school.  We will continue to send the Knowledge Banks home. These include key, powerful knowledge that we want all children to know by the end of the term. |
| **F1**  **Key topic vocab**  \*On vocab mats | | Positional language – up, down, in front of, behind  Same  Different  Underground  Trees  Leaves  Soil  Ponds | Fox  Owl  Bat  Squirrel  Burrow  Trees  Leaves  Soil | | Leaves  Petals  Sunflowers | New/Old | Worms  Snail  Spider  Bee | Spring  Hotter  Then  Now  A long time ago  Teddy bear  Special  Family  New/old | |
| **Technology**  Computing and e-safety | | E-Safety – Digital footprint and reputation | Photography – taking photographs of the woodland environment | | | | | | | |
| **PSED**  SCARF (Me and my Relationships) | | Ongoing - Zones of regulation, Tough tortoise | | | | | | | | |
| **Growing and changing**  Seasons | **Growing and changing**  Life changes – plants, animals, humans | | **Growing and changing**  Life changes – human life – who will I be? | **Growing and changing**  Where do babies come from? | **Growing and changing**  Getting bigger | **Growing and changing**  Me and my body – Girls and boys | |  |
| **C&L**  **\*Topic specific vocabulary taught each topic session** | | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  F1 – Forest  Rec- Reflect | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Sniff, Soapy  Rec – Scar | | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 - Sparkle  RecShelter | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Sink, Slide  Rec-Tremble | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Caterpillar  Rec- Recap all | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Spring  Rec-Recap all | | Every Friday afternoon, a different child is chosen to take the family box home. During the following Friday morning, the chosen child talks to the class about their family and shows the objects/photographs.  Please continue to send tapestry pictures into us – the children love sharing these with their class mates and it is great for developing the communication and listening skills. |
| **RE** | | **Jesus’ Miracles – A Special Person**  Key stores; Blind man healed, Fishing Nets Full, Jesus calms the storm, The Last Supper  **Easter**  The Last Supper | | | | | | | | |
| **PD** including gross and fine motor skills and PE | Rec | Spatial awareness, knowledge of shape, visual skills (recognition) – see more detailed plan for lesson info | | | | | | | | |
| F1 | Gross motor skills - Kick a large ball, walk upstairs or downstairs holding onto a rail, two feet on a step., balance, ride (scooters, trikes and bikes), skip, hop, stand on one leg and hold a pose for a game, use large-muscle movements to wave flags and streamers, paint and make marks.  Fine motor skills- Use one-handed tools and equipment, use a comfortable grip with good control when holding pens and pencils., show a preference for a dominant hand., write some letters in their name, scissors – Able to hold scissors in a correct grip without assistance | | | | | | | | |
| **EAD**  -Art  -DT  -Music | Rec | DT – Make own Stickman | | Art – Drawling flowers, watercolour pencils | Art and artist study – Van Gogh  Paint – Sunflowers | Art and artist study – Matisse  Collage – The Snail | | DT – Make own moving Teddy Bear  Prepare a Teddy Bears Picnic |  | |
| F1 | **Art**  **Drawing**  Experiment with blocks, materials, colours and marks. Make marks, draw circles and lines.  Draw faces enclosed spaces with increasing detail. Gives meaning to marks.  Use drawing to represent own ideas and feelings.  **Painting**  Explores colour and how colours can be changed.  Colour mixing  **DT**  **Modelling/Collage/Textiles**  Beginning to be interested in and describe the texture ofthings  Experiment to create different textures. Use glue spatulas and glue sticks with support.  Manipulate materials to achieve a planned effect. | | | | | | | | |
| Music | Weekly music sessions with Mr.Parnell  Weekly singing session with Mr.Starr | | | | | | | | |

\*Please note that these plans are subject to change. Sometimes we adapt or alter depending on the children’s interests.