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 woodlandHow 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-livingWhat does a plant need to grow?Plants – growing from a seed, parts of a plantWhere 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 HoodWhat did he wear? | How does a caterpillar changes as it grows?Minibeasts Lifecycle – CaterpillarHow do animals survive in the woodland?Food chainsHow 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** ReadingWriting | Rec | Reading and writing in line with RWI groupName writing Rhyming words Woodland riddle  | Reading and writing in line with RWI groupName writing Rhyming words Story mapsLabelling Recount/story mapsInstructions  | Reading and writing in line with RWI groupName writing Rhyming words ListsLabelling Recount/story mapsCharacter speechbubbles | Reading and writing in line with RWI groupName writing Rhyming words ListsLabelling Non fiction – writing facts | Reading and writing in line with RWI groupName writing Rhyming words ListsLabelling Non fiction – writing facts | Reading and writing in line with RWI groupName 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 speedilyFred 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 CaterpillarName writing |  |
| **Rhyme of the Week** | Little Miss Muffet | Incy Wincy Spider | Creepy CrawlyRound 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 sequenceIdentifying smaller numbers within a number | Counting: tagging each objects with one number wordInverse operations | A number can be partitioned into different pairs of numbers | A number can be partitioned into more than two numbersNumber bonds; knowing which pairs make a given number | Make their own AB patternSpotting an error in an AB pattern | Identifying the unit of repeatContinuing an ABC pattern |  |
| **Reception****Key topic vocab**\*On vocab mats  | HabitatWoodlandForestWoodland | Female/maleMammalBackbone (Vertebrate/Invertebrate)AmphibianSame (similarities)Different (Differences)BadgerBatFrog | JourneySunlightFoodWaterShelterStemPetalLeafRootsTemperatureSeedBulb | History – In the past/agoNew/OldBeforeAfterLegendClothingMale/FemaleLifecycleColour wheelWarm coloursCold colours | Male/femaleLifecycle Mini-beastInsectWormsSnailSpiderHoneybeeNectar | SpringSeasonsWeatherNew lifeSeasonsSpringBudHistory – In the past/agoNew/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, behindSameDifferentUndergroundTreesLeavesSoilPonds | FoxOwlBatSquirrelBurrowTreesLeavesSoil | LeavesPetalsSunflowers | New/Old | Worms SnailSpiderBee | SpringHotterThenNowA long time agoTeddy bearSpecialFamilyNew/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 MondayFamily box FridayNursery rhyme of the weekTapestry newsVocabulary matsF1 – ForestRec- Reflect | Show and tell MondayFamily box FridayNursery rhyme of the weekTapestry newsVocabulary matsChatty WordsF1 – Sniff, SoapyRec – Scar | Show and tell MondayFamily box FridayNursery rhyme of the weekTapestry newsVocabulary matsChatty WordsF1 - SparkleRecShelter | Show and tell MondayFamily box FridayNursery rhyme of the weekTapestry newsVocabulary matsChatty WordsF1 – Sink, SlideRec-Tremble | Show and tell MondayFamily box FridayNursery rhyme of the weekTapestry newsVocabulary matsChatty WordsF1 – CaterpillarRec- Recap all | Show and tell MondayFamily box FridayNursery rhyme of the weekTapestry newsVocabulary matsChatty WordsF1 – SpringRec-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 BearPrepare 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 ofthingsExperiment 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.ParnellWeekly 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.