

<p>Year R</p> <p>Spring</p> <p>2021-22</p> <p>Once upon a time</p> <p>(Fairy tales, superheroes and monsters)</p> <p><u>THEN</u></p> <p>Where we live</p>	<p>Learning objectives</p>	<p>Knowledge, skills, understanding & vocabulary</p>	<p>Trips, visitors & workshops</p>
<p>Communication and language</p>	<p><u>Development matters:</u></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Vocabulary- Listen, respond, humour, vocabulary, props, intonation, rhythm, explain, instructions, express, views, opinions, past tense, present tense, future tense, narrative, fiction, non fiction.</p> <p><u>Skills/ outcomes:</u></p> <p>To be able to predict an ending for a story (speaking).</p> <p>To comment on and ask questions about Hatherleigh and the surrounding area.</p>	
<p>Literacy</p>	<p><u>Development matters:</u></p> <p>Read individual letters by saying the sounds for them.</p>	<p>Letters and sounds</p> <p>Guided reading</p>	

	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Traditional tales</p> <p>Supertato</p> <p>That's not my monster</p> <p>Non fiction books about homes</p> <p>Writing targets/goals</p> <p><i>Text- The Town Mouse and The Country Mouse</i></p> <p>Non-fiction books about Spring</p>	<p>Vocabulary- grapheme, phoneme, vowel, consonant, segment, blend, sound talk, read, write, phonetic, tricky words, high frequency words, fiction, non-fiction, cursive, setting, events, characters, story structure, speech, sentence, capital letter, full stop, narrative, traditional tale.</p> <p><u>Skills/ outcomes:</u></p> <p>To learn and be able to re-tell a traditional tale off by heart (in own words) using new vocabulary.</p> <p>To be able to write an alternative ending for a story.</p> <p>To put on a simple play for a traditional tale.</p>	
<p>Maths</p>	<p>White Rose- Alive in 5!; Growing 6.7.8; Building 9 and 10; consolidation.</p> <p><u>Development matters:</u></p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p>	<p>Vocabulary- compare, same, problem, numeral, estimate, total, combine, more, fewer, less, add, subtract, take away, minus, circle, square, triangle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, cylinder, cone, pyramid, prism, sides, edges, faces, vertices, big, small, long, short, heavy, light, heavier, lighter, heaviest, lightest, full, empty, half full, first, next, last, finally, morning, afternoon, day, night, coin, pence, penny, pound, value, change, amount, order, measure, order, compare.</p>	

	<p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-10.</p>	<p><u>Skills/ outcomes:</u></p> <p>To be able to subitise to 5.</p> <p>To know number bonds to 5 then 10.</p> <p>To be able to count to 20.</p> <p>To know 1 more and 1 less for numbers to 10.</p>	
<p>Understanding the world</p>	<p><u>Development matters:</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Vocabulary- spring, change, season, growth, similarities, differences, questions, world, patterns, changes, environment, map, landscape, stir, mix, combine, cook, materials, compare, purpose, hard, soft, strong, water proof.</p> <p><u>Skills/ outcomes:</u></p> <p>To show an understanding of how Hatherleigh has changed over the years.</p> <p>To be able to follow a simple map.</p> <p>To draw a simple map of the local area.</p> <p>To be able to identify signs of spring in the local environment.</p> <p>To be able to compare similarities and differences between 2 different locations.</p>	<p><i>Feb 8th- Internet safety day</i></p> <p><i>Feb 1st- Chinese New Year (Tiger)</i></p> <p><i>Feb 14th- Valentine's Day.</i></p> <p><i>March 1st- Pancake Day</i></p> <p><i>Walk around Hatherleigh- map work</i></p>
<p>Expressive arts and design</p>	<p><u>Development matters:</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Vocabulary- texture, explore, create, sing, dance, repertoire, rhythm, expressive, role-play, act, perform, combine, media, effects, construct, purpose, props, experiment, colour, build, balance, imaginative, imagine, cut, stick, join.</p> <p><u>Skills/ outcomes:</u></p> <p>To draw and paint a picture of a flower.</p> <p>To collaboratively produce a spring collage.</p>	<p><i>Feb 14th- Valentine's Day.</i></p> <p><i>March 27th- Mother's Day</i></p> <p><i>Apr 17th- Easter</i></p>

	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><i>Making Superhero veg</i></p> <p>Reading and drawing maps</p> <p><i>Model making- homes</i></p> <p><i>Mother's Day cards and crafts.</i></p>	<p>To watch and then perform own version of a dance (Chinese new year).</p> <p>To design and make superhero vegetable.</p>	
RE	<p>What times/ stories are special and why?</p> <p>Incarnation. Why do Christians put a cross in an Easter Garden? Why is Easter special to Christians?</p>	<p>Vocabulary- special, stories, celebrations, incarnation, Christian, cross, Easter, God, Jesus.</p>	Apr 17th - Easter
PSED (Scarf)	<p><u>Development matters:</u></p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Text- Have you filled a bucket today?</p> <p>Scarf: Keeping myself safe: keeping my body safe; safe secrets and touches; people who help to keep us safe.</p> <p>Rights and responsibilities: Looking after things, friends, environment and money.</p>	<p>Vocabulary- compromise, confident, confidence, needs, opinions, views, share, upset, comfort, positive, negative, abilities, tolerate, turn taking, express, preference, acceptable, unacceptable, behaviour.</p>	<p>Feb 11th-Wear your scarf to school day.</p> <p>Feb 8th - Internet safety day.</p>

<p>Physical development</p>	<p><u>Development matters:</u></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>	<p>Leap into life</p> <p>Vocabulary- control, demonstrate, co-ordination, large, small, apparatus, physical, health, run, skip, hop, jump, land, crawl, jog, climb, healthy, exercise, move, speed, direction, push, pull, pat, throw, catch, kick, risks, equipment.</p> <p><u>Skills/ outcomes:</u></p> <p>To watch and then perform own version of a dance (Chinese new year).</p>	
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