

<p>Year R</p> <p>Spring</p> <p>2025-26</p> <p>Magic and mystery</p> <p><u>THEN</u></p> <p>Homes and transport/ Easter</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>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>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>Literacy</p>	<p><u>Development matters:</u></p> <p>Read individual letters by saying the sounds for them.</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>Little Wandle phonics</p> <p>Drawing Club</p> <p>Reading Practice</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>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>		
Maths	<p>White Rose- Alive in 5!; Mass and Capacity; Growing 6.7.8; Length, height, time; Building 9 and 10; Explore 3D shapes.</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>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>Vocabulary- zero, numeral, amount, group, altogether, subitise, 1 more than, 1 less than, part, whole, heavier/lighter, balance scale, capacity, 6, 7, 8, pair, odd/even, double, 9, 10, equal/unequal, 2D shape, 3D shape, faces, curved face, cube, cuboid, sphere, triangular prism, cone, cylinder.</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>	
Understanding the world	<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>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, types of homes.</p> <p><u>Skills/ outcomes:</u></p>	<p>Chinese New Year</p> <p>Internet safety day</p> <p>Valentine's Day.</p> <p>Pancake Day</p> <p>Children's Mental Health Week</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>To show an understanding of how Hatherleigh has changed over the years.</p> <p>To know a variety of types of homes.</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>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>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>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>To watch and then perform own version of a dance (Chinese new year).</p> <p>To design and make superhero vegetable.</p>	<p><i>Valentine's Day.</i></p> <p><i>Mother's Day</i></p> <p><i>Easter</i></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>		
RE	<p>Being special: where do we belong?</p> <p>Why is Easter special to Christians?</p>	Vocabulary- special, stories, celebrations, incarnation, Christian, cross, Easter, God, Jesus.	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>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>	Vocabulary- compromise, confident, confidence, needs, opinions, views, share, upset, comfort, positive, negative, abilities, tolerate, turn taking, express, preference, acceptable, unacceptable, behaviour.	<p>Children's Mental Health Week</p> <p>Wear your scarf to school day.</p> <p>Internet safety day.</p>
Physical development	<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>Get set 4 PE</p> <p>Vocabulary- control, demonstrate, co-ordination, large, small, apparatus, physical, health, run, skip, hop, jump, land, crawl, jog, climb, healthy, exercise,</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>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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