



Enchanted Lands & Castles Spring 2

Possible Themes & Interests
(based on interests the children have had in past years)

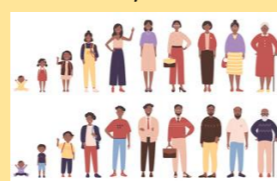
PLANTING/ GARDENING/SPRING



MAGICAL/MYTHICAL CREATURES



GROWING UP/GENERATIONS



KEEPING HEALTHY



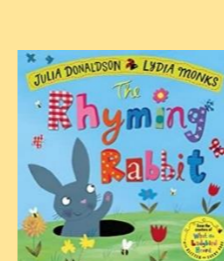
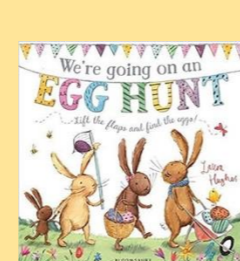
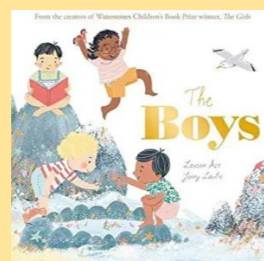
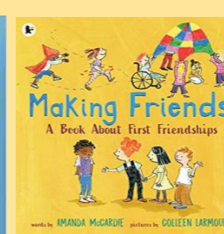
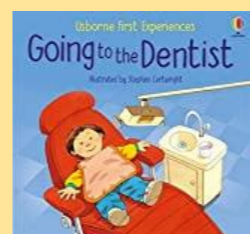
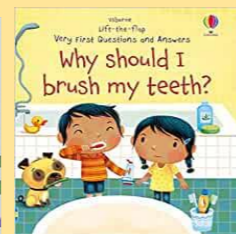
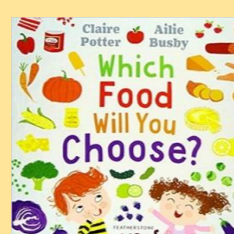
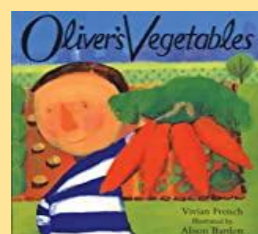
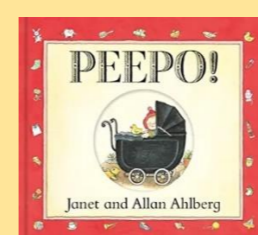
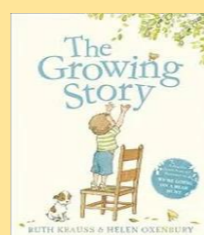
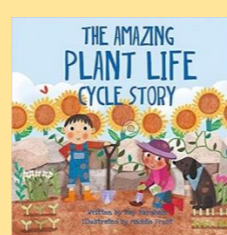
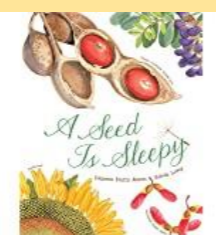
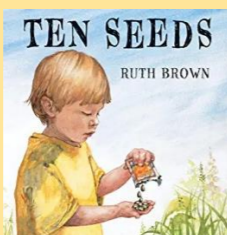
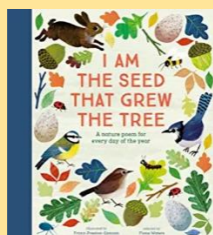
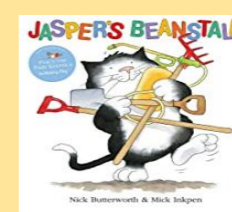
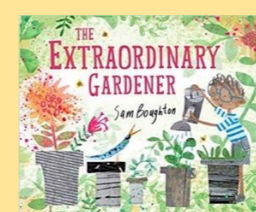
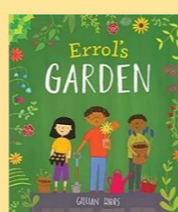
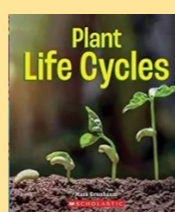
FRIENDSHIPS



EASTER

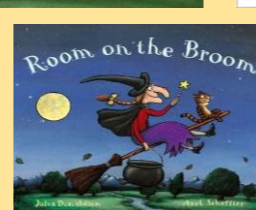
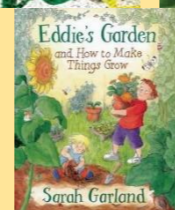
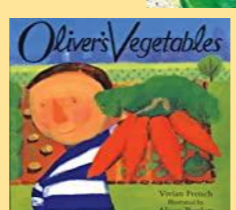
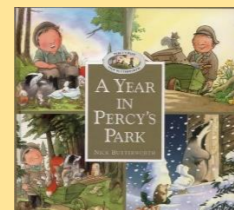
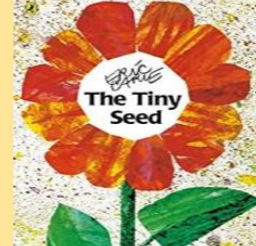
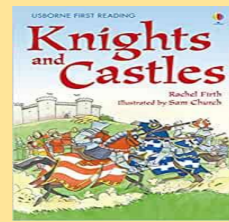
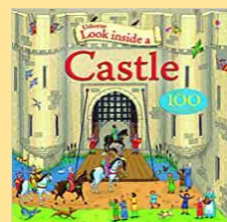
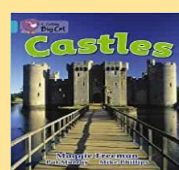


Books following possible themes



Suggested Texts

Spring 2 Literacy Texts



+ Daily songs, poetry basket and school/class songs.

Enjoy, Learn, Achieve

EYFS

Curriculum Goals

COMMUNICATION & LANGUAGE

ASK a relevant question, make a relevant comment.

CONVERSE in a back and forth exchange with friends and teachers.

EXPRESS ideas and feelings with confidence.

PERSONAL, SOCIAL & EMOTIONAL

Show EMPATHY to others.

Show DETERMINATION to complete a goal.

Show RESILIENCE in the face of challenges.

Show CURIOSITY about the world around them.

PHYSICAL

USE cutlery with confidence.

HOLD a pencil effectively

RIDE a two wheeled bike.

LITERACY

RETELL a story through play.

READ simple sentences and books containing phase 2 and phase 3 sounds.

WRITE a simple story.

MATHEMATICAL

Understand in depth numbers to 10, including number bonds.

RECOGNISE the pattern of the counting system.

COMPARE quantities in different contexts.

UNDERSTANDING THE WORLD

KNOW their own family tree.

CARE for a animal.

APPRECIATE different religious and cultural communities in their own hometowns, and around the world.


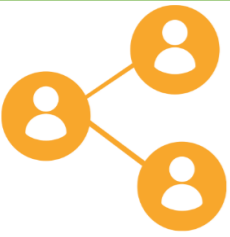

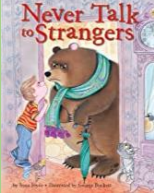
UNDERSTAND how to read a simple map.


EXPRESSIVE ARTS & DESIGN

CREATE a painting through musical inspiration.


PERFORM a story, song, poem or rhyme to an audience

Prime Areas




Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<div>Communication and Language</div> <div></div>	<div>Knowledge and Skills (Know-how, know that, know the)</div> <div><p>Listening: To know why listening is important.</p><p>Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p><p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p><p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story</p><p>Speaking: Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Use simple conjunctions ‘and’, ‘because’. Use talk to help work out problems and organise thinking and activities.</p></div>	<div>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</div>
<div>Personal, Social and Emotional Development</div> <div></div>	<div>Express feelings: Can make choices and communicate what they need. Know people in school they can turn to if they help or are worried.</div> <div>Manage behaviour: Know why listening is important and attend to other people both familiar and unfamiliar.</div> <div>Self-awareness: Feel comfortable and happy to stand up in assembly or in front of the class and share achievements with others.</div> <div>Independence: Know how to get dressed/ready and undressed for forest sessions/ PE club sessions, etc. Begin to show persistence when faced with challenges.</div> <div>Collaboration: Know it is important to work together to look after our classroom resources and our school grounds. Know how to keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</div> <div>Social skills: Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.</div> <div>PSHE – Life Learning Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety & safety with household items, Road safety, Linking health and happiness. Also covering oral health.</div> <div>Books used – </div> <div>E – Safety programme ONLINE REPUTATION AND BULLYING RE – Which times are special and why?</div>	<div>Continue to develop skills of using gestures, non verbal communication, facial expressions, body language, appropriate language, and vocabulary. Listen to others, speak to peers and adults and engage in discussions in a positive way.</div>

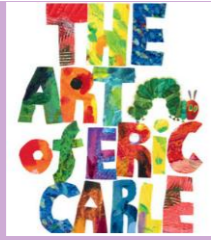
	Know examples of special occasions and suggest features of a good celebration. Know simple stories connected with Christmas/Easter and a festival from another faith.	
Physical Development 	<p>Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Development of threading, weaving, and cutting skills.</p> <p>Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.</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>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><u>PE FOCUS</u> Creative Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner</p>	Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Specific Areas

Literacy 	<p>COMPREHENSION Know how to retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p> <p>WORD READING Know some letter groups that each represent one sound and say sounds for them. Know simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>WRITING Emergent writing: Know how to build words using known letter sounds in writing. Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spelling: Know how to spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Know how to spell some irregular common (tricky) words e.g., the, to, no, go independently. Handwriting: Know how to holds a pencil effectively to form recognisable letters. May need support or reminders.</p> <p>Opportunities to demonstrate writing skills – Story maps, labels and captions for castles, lists.</p>	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.
Phonics	<p>Little Wandle Review Phase 3</p> <ul style="list-style-type: none">• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words• words with s /z/ in the middle	Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.

	<ul style="list-style-type: none">• words with –s /s/ /z/ at the end• words with –es /z/ at the end• Review tricky words - as and has his her go no to into she he of we me be was you they my by all are sure pure											
Mathematics	<div></div> <div></div> <table><tr><td>Numbers 7, 8, 9</td><td>Know how to represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.</td></tr><tr><td>Making pairs.</td><td>Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.</td></tr><tr><td>Combining 2 groups</td><td>Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.</td></tr><tr><td>Length and Height</td><td>Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)</td></tr><tr><td>Time</td><td>Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.</td></tr></table> <div></div>	Numbers 7, 8, 9	Know how to represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.	Making pairs.	Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.	Combining 2 groups	Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.	Length and Height	Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)	Time	Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.	Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering.
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Understanding the World	<p>History Links:</p> <p>Know how to observe and describe things that have changed and stayed the same during their life.</p> <p>Comparing seasons, objects, animals, and people using vocabulary of change.</p> <p>Know some key features of a castle</p> <p>Know how to visually represent their own day on a simple timeline. (Correspond with number 7 work, days of the week)</p>	Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.										

	<p>Know how to use the language of time. Know how to put events in order Geography links: Develop their use of positional language (under, besides, on top of) Comment on what they notice about the environment where they live, including comparing two local parks. Know and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest session and making observations and drawing pictures of animals and plants. Human Geography Links Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories. Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries -special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events – Pancake Day, Mothering Sunday, Holi, Easter Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps. Enquiry: Fieldwork Links - Continue to participate in ‘Forest sessions’ and identify important processes in the natural world around them including the seasons. Find out more about castle life via our Tamworth Castle trip Identify key features of a castle. Identify key features of a plant, explain what plants need. Discuss season change – Spring Specific Scientific knowledge Know the name of the four seasons. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn and some trees have no leaves in winter, flowers begin to bloom in Spring. Know and describe seasonal weather patterns Explore and describe different material Explore and describe the changes to those materials</p>	<p>Explore the natural world around them by taking part in weekly forest session and making observations and drawing pictures of animals and plants.</p>
<p>Expressive Arts and Design</p> 	<p>Mark Making/Drawing: Observational drawing - Daffodils Colour: Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy.</p>  <p>Painting: Skill: mix paints to make new colours following instructions. Printing: Skill: printing simple repeating patterns. Recognise patterns in the environment. Materials: Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough. 3D Work: Skill/Knowledge: Natural art in the style of Andy Goldsworthy Cutting Skills: Skill: use scissors to cut shapes. Artist Study: Eric Carle</p>	<p>Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Continue to explore and engage in music making and dance, performing solo or in groups.</p> <p>The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity.</p> <p>They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>In addition, specific skills and/or experiences will be planned (see opposite)</p>



Music: Musical stories covering moving to music, storytelling with actions, using instruments to represent actions and composition.

Poetry Basket:

1. Furry Furry Squirrel – an eight-line poem
2. Hungry Birdies – a four-line poem
3. A Little Seed – a six-line poem
4. Stepping Stones – a six-line poem