



## CLASS HALF TERM OVERVIEW OF PLANNING

### Year R - Oak Class Spring 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
	<b>Topic: Down On The Farm</b>					
<b>RE</b> <b>F3 Why is Easter special for Christians? (Salvation)</b>	Share the Easter Story	<p>Why do some Christians put a cross on their Easter Gardens?</p> <p>Remind children of the Bible and read the story of Palm Sunday Create and decorate palms and act out the story</p>	<p>Why do some Christians put a cross on their Easter Gardens?</p> <p>Recap palm Sunday story and think about how it is celebrated in Church today. Create our own El Salvador crosses</p>	<p>Why do some Christians put a cross on their Easter Gardens?</p> <p>What happened after Palm Sunday – what came next? Why are crosses so special to Christians? Sequence the Easter events – pictures, drawings and acting</p>	<p>Why do some Christians put a cross on their Easter Gardens?</p> <p>Recap – ask – Why was Jesus dying and rising important?  Begin to talk about the symbolism of eggs and new life – link with eggs hatching in class/ links to Spring and new life Where can new life be found in the Easter story?</p>	<p>Why do some Christians put a cross on their Easter Gardens?</p> <p>Recap – why do Christians believe that Jesus’ death and resurrection is so important?  Visit Church to look for signs of Easter  Create Easter craft to decorate our homes</p>
<b>PSHE</b> <b>Rights and responsibilities- Caring for others</b>	<p><b>Looking After my Special People</b></p> <p>Children will be able to:</p> <p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p><b>Looking After my Friends</b></p> <p>Children will be able to:</p> <p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p><b>Being Helpful at Home and Looking After our Classroom</b></p> <p>Children will be able to:</p> <p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p><b>Caring for Our World</b></p> <p>Children will be able to:</p> <p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>		



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<b>Maths</b>	<p><b>Focus Area: Length, Height and Time</b></p> <p>Children to explore objects and begin to use the language of length to describe them. Build on their explorations of length to now make comparisons. Exploring and comparing length by now exploring height. Use the language 'tallest', 'shortest', 'taller' and 'shorter' to make comparisons. talk about time in more detail. Ordering and sequencing simple events.</p>	<p><b>Focus Area: Building 9 and 10</b></p> <p>Explore different representations of 9 and 10. Make comparisons with the numbers and amounts to 10. Explore different representations of 9 and 10. Develop their conceptual subitising skills and start to recognise the groups in numbers to 10. Finding '1 more' with numbers to 8 by now recognising this pattern with the numbers to 10.</p>	<p><b>Focus Area: Building 9 and 10</b></p> <p>Finding '1 more' with numbers to 10 to finding '1 less' with numbers to 10. Build on their conceptual subitising, '1 more' and '1 less' skills by focusing on the composition of numbers to 10. Explore number bonds to 10 using real objects in different contexts and build 10 using two parts. Explore the number 10 and the different ways 10 can be arranged.</p>	<p><b>Focus Area: Building 9 and 10</b></p> <p>Explore bonds to 10 further and learn that there can be three or more parts, not just two. Explore and find doubles to 8, by progressing to doubles to 10. Make own sets and arrangements of doubles. Expand on their first introductions to the concept of even and odd numbers.</p>	<p><b>Exploring 3D Shapes</b></p> <p>Learn to recognise and name cubes, cuboids, cylinders, pyramids, cones and spheres. Recognise and name 3-D shapes to finding and identifying the 2-D shapes on the flat faces of 3-D shapes. Expand their knowledge of the properties of 3-D shapes. Build on their experiences of 2-D shapes in the environment by now looking for representations of 3-D shapes</p>	<p><b>Exploring 3D Shapes</b></p> <p>Build on their knowledge of simple AB patterns. Explore the features of more complex patterns to being able to competently copy and continue them. Explore patterns in the environment.</p>
<p><b>English</b> <b>Poetry Basket- Pancakes</b> <b>Hungry Little Birdies</b></p>	<p><b>Lunchbox – The Story of Your Food</b> Go over the title, blurb and how we identify that this is a non-fiction text. <b>What would your ideal lunch box include and why?</b></p> <p>Look at each page in the book and how it asks a question and explains how it is made.</p> <p>We are going to make our own booklets like the one we are reading</p>	<p><b>How did the bread in your sandwich get into your lunchbox?</b> Link with Tesco Bread visit – links to Little Red Hen Story</p> <p>Can children sequence the story and retell it in their own words?</p> <p>Begin to make the first page of our own Lunchbox book on how bread is made Draw pictures and write captions to show each process</p>	<p><b>How did the cheese in your sandwich get into your lunchbox?</b></p> <p>Look at how cheese is made – clip Have a go at making our own cheese – write instructions for how we make it – add this page to the booklet</p>	<p><b>How did the tomatoes into your lunchbox?</b></p> <p>Look at how tomatoes are grown – show plants and talk about the different parts. Plant our own tomatoes. Label diagrams and model writing sentences to explain</p>	<p><b>How did the apple juice get into your lunchbox?</b> Apple tasting – which apples would make the best juice? Write about the different apples and say which one was your favourite.</p> <p>Make our own apple juice</p>	<p>Continuing the books – presenting and sharing finished booklets</p> <p>Have a healthy lunchbox picnic with all of the foods we have been learning about</p>



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<b>Communication and Language</b>	Introduce ideas for the term – setting the scene for the start of the term! Introduce our NEW Top 5!	Talk about half term and what they did as well as any other things that they would like to share through Talk!	Continue the Big Book recaps – What can we remember about what we have done so far in our class? Use of seasonal pictures to instigate a discussion	Highlight the curiosity cube – what is in there? Why / what do we know about the object in there? What questions could we ask?  Story stones – can you retell the top 5 using story stones?	Role play – Self service play dough and bread station. Supermarket – selling and buying. Incorporating number bonds and money.	Introduce surveys and data – what’s your favourite farm animal? Vote using photos and record. Change survey question weekly. At the end of the week choose 2 children to feedback the results.
<b>Phonics</b>	Little Wandle Letters and Sounds  Review Phase 3 ai / ee / igh / oa oo / ar / or / ur / oo / ow / oi / ear	Little Wandle Letters and Sounds  Review Phase 3 Er / air words with double letters longer words	Little Wandle Letters and Sounds  Review Phase 3 Words with two or more digraphs	Little Wandle Letters and Sounds  Review Phase 3 Longer words Words ending in –ing- compound words	Little Wandle Letters and Sounds  Longer words Words with s in the middle /z/ s Words ending –s Words with –es at end /z/	Little Wandle Letters and Sounds  Assessment
<b>Understanding of the world</b>	Farming  What would we find on a farm? / Why are Farmers important?  Chick Observations –Do all animals come from eggs?	What are farms like? Create a graffiti wall – what we know about farms and what we would like to find out. Draw pictures and add captions to the wall.	Add to the graffiti wall about our farm visit.  Looking after baby chicks – how have they changed? Take photos and children to create a timeline book of how the chicks grow.	Eggsperiments  How can we protect the egg?!  Children to take part in a variety of experiments to see which method ensure the egg is safe.	Eggsperiments  How can we protect the egg?!  Children to take part in a variety of experiments to see which method ensure the egg is safe.	
<b>Nature School</b>	Spring time walk – what changes can you see? Children to take photos to add to their Springtime book.	What happens in spring time? Share ideas – children to plant seeds in the beds of nature school	Look at the progress of our seeds – what changes can you see? Add to the springtime book.  Reread an extract from Beatrix Potter. Make a scarecrow to protect the seeds.	What does a flower have inside it? Dissect a flower and create labelled poster.	What does Springtime mean to farmers? Matching animals and their babies.	Creating Springtime book using all they have learnt this term.



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<b>PE</b> <b>Leap into Life</b>	Functional Movement Progression 7 To rise up from a squat. To run or travel from a squat.	Movement Concepts Progression 4 To leap sideways and to join these moves to form continuity of movement. To hop on alternate legs.	Aesthetic Movement Progression 7 To change the direction of travel of isolated body parts and the body. To include balance	Aesthetic Movement Progression 8 To change and link together different directions of travel, using apparatus.	Manipulative Skills Progression 4 To kick a ball in various directions using both feet. To swing a racket or bat to strike a ball.	Functional Movement Progression 8 To roll sideways using a curl-stretch-curl body shape. To perform a forward roll from hands and feet through a squat into sitting.
<b>Expressive Art and Design</b>	Beatrix Potter Who is Beatrix Potter? Read some of the stories and focus in on the illustrations. What do you like/dislike about the illustrations?	Beatrix Potter What does Beatrix Potter use to make her creations? Watch a video on her illustrations – children to experiment with water colours. How can you make the colours lighter/darker etc?	Beatrix Potter Creating water colour animals.  Give the children the outline of a variety of farm animals and children to create their watercolour masterpieces.	Daffodil Mother's Day cards	How can I make my work look better?	Experimentation with materials and texture
<b>Music</b> <b>Our world</b>	Lovely Day by Bill Withers  Listen and Respond Explore and Create using voices and instruments (Musical Activities) Sing and play Share and Perform	Beyond The Sea by Robbie Williams  Listen and Respond Explore and Create using voices and instruments (Musical Activities) Sing and play Share and Perform	Mars from The Planets by Gustav Holst  Listen and Respond Explore and Create using voices and instruments (Musical Activities) Sing and play Share and Perform	Frogs' Legs and Teeth by Bellowhead  Listen and Respond Explore and Create using voices and instruments (Musical Activities) Sing and play Share and Perform	Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell  Listen and Respond Explore and Create using voices and instruments (Musical Activities) Sing and play Share and Perform	Singing In The Rain by Gene Kelly  Listen and Respond Explore and Create using voices and instruments (Musical Activities) Sing and play Share and Perform
<b>Educational visits/visitors</b>	<b>Living Eggs- chicks</b>					