



CLASS HALF TERM OVERVIEW OF PLANNING
Year R - Oak Class
Spring 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
	Topic: Super Duper You					
RE F1 – Why is the word God so important to Christians?	<p>What does the word ‘God’ mean? Which people believe in God? Introduce the idea that quite a few people around the world think that the whole world was created by God. Read the creation story from a children’s version of the Bible. Talk about the idea of a Creator and the idea Christians, Jews and Muslims have about God as Creator: they believe God created life. Talk about how special the word ‘God’ is for Christians (and others) – because they believe he is the Creator. Discussion around what God looks like/ where God is etc – led by children’s ideas. Teaspoon prayer– Model again and ask someone to end the day with a Teaspoon prayer.</p>	<p>What is amazing about the world? What do Christians say about God as Creator? Read and order the story of creation. What happens on each day – revisit the idea of God the creator Make links between how Christians think God is amazing, and so are careful with how they use his name; and how they think the world is amazing, so try to treat it well, and all creatures too. Windows – What wonders are there in the world? Mirrors – What wonderful things can we do/ have that show us how special creation is? Doors – What can we do to protect the wonder and beauty of the world? Teaspoon prayers – Focus on the beauty of the world around us</p>	<p>Which people believe God is the Creator of everything? Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs in church and outside. Talk about why they do it, and what they are saying.</p>	<p>Connect with idea of harvest/ Christmas celebrations as a way Christians thank their Creator. Windows – Look at how Christians say Thank you to God the creator Mirrors – How do we say thank you for the important things and people in our lives? Doors – How can we show that we are thankful for our world and the gifts that we have in our lives? Teaspoon prayers</p>	<p>Recap on all that we have done in the block – discuss how we can show that we are thankful for our beautiful world. Invite an audience to listen to us show some of our own creations to show that we love and appreciate our world.</p>	
PSHE Keeping Myself Safe	<p>What’s safe to put in my body What things do we put onto our body:</p>	<p>What’s safe to put in my body - medicine Key questions about the things that we</p>	<p>Keeping safe indoors and outdoors Key questions, for example: Who helps to keep us</p>	<p>Introduce the picture book about Harold the giraffe, who is being a safety detective.</p>	<p>Keeping safe online session to link with Computing session! People who help to</p>	<p>Explain that the people who help us most are the people that we know - family,</p>



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– Listening to my Feelings	<p>When we get up in the morning, what goes onto our body? (clothes)</p> <p>When we play outside (coat, scarf, hat etc.)</p> <p>If we hurt ourselves when playing (plaster, cream)</p> <p>At night time (pyjamas, slippers)</p> <p>Which things feel good?</p> <p>Which things feel unpleasant?</p> <p>Which things are ok - and why?</p> <p>Which things are not so good - and why?</p> <p>encouraging the children to think of the different types of things they put onto their body - e.g. things that:</p> <p>Protect them</p> <p>Keep them clean</p> <p>They like or don't like</p> <p>Help to keep their body safe.</p>	<p>put into our bodies, for example: What goes into our body? (list) Who puts it there? What about if we're ill/poorly?</p> <p>Where do you think things go when we swallow them? (Into our stomach/tummy then into our blood and all around our body, from our head to our toes, including into our brain and our heart.) Read and discuss 'Hold on Harold'</p>	<p>safe? How can we help ourselves to keep safe? What things could be unsafe in the classroom? (water, slippery surfaces, doors opening when not expected etc.) What about at home? (Electric sockets, fires, cooker, pans on top of the cooker, hot drinks, stairs, garden ponds, blind cords etc.) What about outside - in the playground or in the park? (playground equipment - slides, roundabouts, swings, water, poisonous plants etc.) What makes things safe or unsafe? (Being aware of them and how we use them).</p>	<p>Discuss places where we can think about safety:</p> <p>In the kitchen</p> <p>In the bathroom</p> <p>In the Countryside</p>	<p>keep me safe! Key questions about how trusting adults, using ideas that follow on from the Jessie and friends workbook from CEOPs Think You Know resources. How do you find an adult you can trust? How do they make you feel when you are sad or hurt? Do they scare you? Can you talk to them about anything without feeling worried? Do you feel close to them? Have they helped you with something before? Can you name some people in your life like this?</p>	<p>adults at school, friends etc. but that there are people we don't know whose job it is to help keep people safe. Using the People who help keep me safe Teacher resource, show the class the pictures of the different uniforms or equipment.</p>
Maths	<p>Focus Area: Alive in Five!</p> <p>Introducing Zero</p> <p>Comparing Numbers to 5 Children will learn that the number name zero and the numeral 0 means nothing.</p> <p>Children are given the opportunity to apply this understanding.</p> <p>Children continue to</p>	<p>Focus Area: Alive in Five! Composition of 4 & 5</p> <p>Children will continue to develop an understanding that all numbers are made up of smaller numbers.</p> <p>Explore and notice different compositions of 4 & 5 Encourage children to subitise and</p>	<p>Focus Area: Mass and Capacity</p> <p>Compare Mass</p> <p>Encourage children how to make direct comparisons holding items to estimate which feels the heaviest and use the scales to check.</p> <p>Promote language and avoid misconceptions</p>	<p>Focus Area: Growing 6,7&8</p> <p>Children continue to apply counting principles counting for 6,7,&8 and representing this in different ways.</p>	<p>Focus Area: Growing 6,7&8</p> <p>Arranging 6,7,& 8 in different ways supporting children to conceptually subitise and see how the numbers are made up of smaller numbers.</p>	



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	understand that when comparing numbers, one quantity can be more than, the same or fewer than another quantity. Use a range of representations to support this understanding and encourage children to compare quantities using a variety of objects and representations.	notice how numbers can be composed of two parts or more than two parts	that bigger items are always heavier by giving opportunities to test this out! Compare Capacity Build on children's understanding of full and empty. Use language such as half full, nearly full, nearly empty. Also use language of tall, thin, narrow, wide and shallow. Encourage children to make direct comparisons as well as indirect comparisons.			
English Poetry Basket- Popcorn! Carrot Nose	<p>Super Duper You</p> <p>Share my photo scrap book for super duper you - include a range of photos that tell the children more about me. These are the things that make me special.</p> <p>Begin reading 'Super Duper You'. What type of text do you think this is? Who is the author? Where is the title? Blurb? Share ideas. Provide all children with an outline of the human head and shoulders. Their task is to draw / colour themselves and write the sentence: I am Super Duper</p>	<p>Super Duper You</p> <p>Set up a range of activities for the children to complete such as painting, dance station, sport etc. Take photos of the children doing this – this will make the basis of the children's book.</p> <p>Model sentence writing – introduce BEAR WRITING- 'I like to dance' etc. use GPC mats to help them make the correct phoneme choice.</p>	<p>Super Duper You</p> <p>Think about the things that make you special. Who is in your family? *Ask the children to bring in a photo of their family*. Children to orally rehearse sentence. I live with my mum and dad etc. I have a brother. He is 5. Differentiate according to ability. Remind children of the bear writing.</p>	<p>Super Duper You</p> <p>Children to continue to work on their Super Duper You book.</p> <p>Children to swap with Willow class and present their book.</p>	<p>Reread Super Duper You.</p> <p>If you were a super hero what would your power be? Share ideas and record on the ww. Children to draw an image of their superhero and label its features. Ch to use grapheme mats to make correct phonetical choices.</p>	
Communication and Language	Introduce ideas for the term – setting the scene	Introduce a question day! Weather Reporting	Tidy Team Children chosen every day to see who has	Big Book recaps – What can we remember about what we have	Role play – Special People – TV studio –	



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	<p>for the start of the term!</p> <p>Introduce our NEW Top 5!</p> <p>What is a question?</p> <p>Find question marks in our English Text Have a go at asking a question!</p> <p>Can you ask a friend a question?</p> <p>Can you find any questions in the library?</p>	<p>Choose a child a day to go outside and find out what the weather is like- that person stands up and reports to the class!</p> <p>What's the weather like? Role Play station to support this outside!</p> <p>How does it feel – can you touch it? Smell it? Hear it? See it? Taste it?</p>	<p>been tidying and doing a good job – Looking with a grown up to see what each area should look like – use pictures of each area on clip boards to check them off!</p> <p>Talk about Christmas and what they did as well as any other things that they would like to share through Talk!</p>	<p>done so far in our class?</p> <p>Use of seasonal pictures to instigate a discussion - Highlight the curiosity cube – what is in there?</p> <p>Why / what do we know about the object in there? What questions could we ask?</p>	<p>inspired by George Webster</p> <p>Emergency services station – using phones to answer calls, problem solving etc.</p> <p>Superhero Headquarters. Answering civilians problems. Model letter writing.</p>	
Phonics	<p>Little Wandle Letters and Sounds Programme Phase 3</p> <p>ai/ ee/ igh/ oa</p> <p>was you they</p>	<p>Little Wandle Letters and Sounds Programme Phase 3</p> <p>oo /oo /ar/ or</p> <p>my by all</p>	<p>Little Wandle Letters and Sounds Programme Phase 3</p> <p>ur ow oi ear</p> <p>are sure pure</p> <p>air er</p> <p>words with double letters: dd mm tt bb rr gg pp ff</p>	<p>Little Wandle Letters and Sounds Programme Phase 3</p> <p>air er</p> <p>words with double letters: dd mm tt bb rr gg pp ff</p>	<p>Revision and assessment</p> <p>Reading Longer Words</p>	
Understanding of the world	<p>The Natural World Weather and Seasons – Winter to Spring</p>	<p>People and Communities/ Past and Present</p> <p>What makes us special?</p> <p>Why is George Webster inspirational?</p>	<p>Past and Present</p> <p>*** Continue to work on Special People and jobs that the children find interesting</p>	<p>A focus on the Emergency services and what to do if you need help! Get a variety of emergency services to come in.</p>	<p>Where do I live?</p> <p>Recap on what we covered last half term – who is in my family?</p> <p>Build up from house – street – village – town etc</p> <p>Make lists of all of the things they think are important about where they live – revisit the world map and our postcards</p>	



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Nature School	The Natura; World. Weather and seasons. What different types of weather do we have? Rain experiment. Making rainclouds in the mud kitchen.	Remind the children of the different types of weather. Focus on ice. Have some ice for the children to hold – what does it feel like? Children to have a go at ice painting.	Remind the children of the ice session last week. Over the next two weeks set up a variety of experiments involving ice, solids and liquids. Children to investigate the changes of the states of matter. Experiments to include: Melting ice balloons. Liquid overnight to solidify Solidifying butter Chocolate melting on the fire.	Remind the children of the ice session last week. Over the next two weeks set up a variety of experiments involving ice, solids and liquids. Children to investigate the changes of the states of matter. Experiments to include: Melting ice balloons. Liquid overnight to solidify Solidifying butter Chocolate melting on the fire.	Hibernation What do some animals do in the winter? Why do they hibernate? Share ideas. What animals hibernate? Over the next few weeks get the children to make a hibernation den for the class hedgehog.	
PE Leap into Life	Functional Movement Progression 5 To direct body weight to support a push or pull action.	Movement Concepts Progression 3 To Use cross-lateral techniques to refine movement; walk run, climb, and throw.	Aesthetic Movement Progression 5 To show different levels in movement of whole body and isolated body parts.	Aesthetic Movement Progression 6 To show different levels in travelling moves.	Manipulative Skills Progression 3 To release a ball or object towards a set direction or distance.	Functional Movement Progression 6 To develop a push and pull using a variety of body parts.
Expressive Art and Design	Who was Wassily Kandinsky? What do you like /dislike about his art? What do you notice? Share ideas.	Layering textures to create a piece of art with different shapes like Kandinsky. What is texture? What effects can I make with my texture and colour choices?	Can I control tools effectively? E.g. scissors to cut pieces. Can I join pieces effectively? Which join will I choose? Can I use texture to create an effect?	Experimentation with colour to make new colours	Emergency Vehicles – Exploring and using media and materials Designing a vehicle using junk modelling.	Emergency Vehicles – Exploring and using media and materials How can I make my vehicle move?
Music Charanga Everyone!	We Are Family by Sister Sledge Listen and Respond Explore and Create using voices and	Thula Baba - a South African Lullaby Listen and Respond Explore and Create using voices and	ABC by The Jackson 5 Listen and Respond Explore and Create using voices and instruments (Musical Activities) Sing and play	My Mum is Amazing by Zain Bhikha Listen and Respond Explore and Create using voices and	Conga by Miami Sound Machine Listen and Respond Explore and Create using voices and	Mozart's Horn Concerto no 4 – Rondo Listen and Respond Explore and Create using voices and



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	instruments (Musical Activities) Sing and play Share and Perform	instruments (Musical Activities) Sing and play Share and Perform	Share and Perform	instruments (Musical Activities) Sing and play Share and Perform	instruments (Musical Activities) Sing and play Share and Perform	instruments (Musical Activities) Sing and play Share and Perform
Educational visits/visitors	Emergency Services or People who help us to visit					
Wall and interactive displays						