

This half term we aim to learn .....

What animals  
live in the  
woods?

What did Little  
Red Riding Hood  
see in the woods?

Is it  
Spring?

Is it safe to  
talk to a  
stranger?

How can we be  
a good friend?

Who might live in  
the woods?

How do we  
celebrate  
Easter?

How is Grandma's  
House different to  
yours?

What flowers  
did Red Riding  
Hood find?

On this journey we hope to learn the following skills ...

### Self-regulation, Managing Self, Building Relationships

**Managing self** - To be confident to speak to others about own needs, wants, interests and opinions. To be able to describe myself in positive terms and talk about my abilities

To show resilience and perseverance in the face of challenge.

**Self regulation** - To start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.

To identify and moderate their own feelings socially and emotionally

**Building relationships** To be able to explain my own knowledge and understanding, and ask appropriate questions of others To take steps to resolve conflicts with other children, e.g. finding a compromise. Think about the perspectives of others.

Wow  
Moment  
Hook  
A bog baby  
delivery/  
items  
Adventure  
Island  
(Outside)

### Listening, Attention & Understanding, Speaking.

#### Listening, attention and understanding

To begin to connect one idea or action to another using a range of connectives. To describe events in some detail. To choose a book or game that might be different from my friends and tell you why. To remember key points from a story told without props or pictures. To have a conversation and respond to other children's opinions.

#### Speaking:

To use language to create imaginary events, storylines and themes and sustain imaginary play situations expressing themselves to friends and adults. To begin to articulate their ideas and thoughts in well-formed sentences. To use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen. To begin to retell a familiar story with more confidence and recall.

### Past and Present, People, Culture & Communities, The Natural World

**RE** - Why is Easter special for Christians?

**History Focus** -To describe features of objects, people, places at different times and make comparisons (what is the same and different) – using artefacts/photos/pictures/videos

(Grandmother's house – Red Riding Hood

**Geography Focus** -To draw information from a simple map. (Woodland map/map to Grandma's house/Gruffalo's Den)

-To talk about how familiar environments might vary from one another. (Woodland/Town)

**Science Focus** -To explore the natural world, making observations and drawing pictures of plants and animals. (ELG)

(Focus on Spring Bulbs in Grandma's Garden/Daffodils in woods)

-To understand some important processes and changes in the natural world around them, including changing states of matter (mud in the wood/chocolate eggs) ELG

### Spring 2 Into the woods and Spring changes

#### Gross and Fine Motor Skills

Daily Wake Up Shake Up  
Yoga

Weekly PE sessions -  
Dance

Large scale construction in  
the outdoor

Smaller scale construction  
indoors

Alongside a variety of many  
other

opportunities

The hub of provision 'The  
Message Centre'

### Reading and Writing

**Comprehension:** To retell stories in the correct sequence, draw on language patterns of stories. With prompting, be able to show understanding of many common words and phrases in a story that is read aloud to them. To suggest how an unfamiliar story read aloud to them might end. To give a simple opinion on a book they have read, when prompted. To be able to read

**simple phrases.** Word Reading:

To read **simple phrases** made up of words with known letter-sound correspondences and, where necessary, a few exception words. To be able to identify rhymes. To be able to find my own rhymes. To read more common exception words matched to the school's phonic programme.

#### Phase 3

**Emergent writing:** To grow in confidence in exploring writing.

**Composition:** To orally compose a **sentence** and hold it in memory before attempting to write it

**Spelling:** To spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

To spell some irregular common (tricky) words e.g. the, to, no, go independently.

**Handwriting:** To know how to form clear ascenders and descenders.

To form letters in print form using modelled rhyme.

### Creating with Materials Being Imaginative & Expressive

**Singing:** To sing in a group or on their own, increasingly matching the pitch and following the melody.

**Music/Instruments:** To use different rhythms and timing in performances. To create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. To discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster".

**Drama/Dance/Narrative:** To be able to adapt well known stories either with my peers or with a teacher.

**Art Focus:-Drawing/Sketching:** To make simple representations of familiar objects, people and events.

-Use drawing to tell a story and represent their own ideas and thoughts.

**Art Focus: Painting** -To experience two different paint types (eg, poster and water colours) - scenes of woodland

**Art Focus: 3D Sculpture** -To manipulate materials to achieve a planned effect. -To cut shapes using scissors.

-To cut shapes using other modelling tools (playdough tools) Bog Baby playdough/clay

**Art Focus: Collage and Textiles**

-To understand that different media can be combined to create new effects.

-To safely use and explore a variety of materials, tools and techniques.

Focus Texts:  
Bog Baby, Red  
Riding Hood  
NON FICTION –  
Woodlands  
Spring

### Numbers, Shape, Measures and Patterns

Exploring up to 10, subitize, comparison vocab, more, less, fewer, 3D shapes, exploring patterns

**MASTERING NUMBER PROJECT** - weekly