

Spring 2 2023 Overview
Around the world

	WB 20.2.23	WB 27.2.23 "Book week"	WB 6.3.23	WB 13.3.23 "Lifelong learners"	WB 20.3.23	WB 27.3.23
What's happening in the whole school	20.2.23- Justyne for IA AAC 24.2.23- Mufti day Jess R work exp	27.2.23- Anna P out 27.2.23 - Badgers Assembly St David's Day. 1.3.23- Joint staff meeting with Holmsdale 2.3.23- World book day 3.3.23- EYFS trip to British wildlife centre	6.3.23- Inset day 7.3.23- Reception height and weights PP meetings 9.3.23- Badgers assembly	14.3.23- Parents in for STEM activity 1.15 15.3.23- Science workshop 17.3.23- Red nose day	20.3.23- Mothers day assembly Mon And Weds- Parents evening 24.3.23- Walk to school	31-3-23- Mufti day and end of term
Books for Story time	Handa's Surprise	Oi Frog!	Clean up	So Much	Giraffe's Can't Dance	Lost and Found
PSED/PSHE- Jigsaw	EYFS			Y1 & Y2		
	<p>I understand that I need to exercise to keep my body healthy. I know which foods are healthy and not so healthy and can make healthy eating choices. I understand how moving and resting are good for my body. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p>			<p>(DT statement) Know that everyone should eat at least 5 portions of fruit and vegetables every day. Know the difference between healthy and unhealthy. Know that all household products, including medicines, can be harmful if not used properly. Know how to keep safe when crossing the road. Identify ways to keep themselves healthy and safe. Recognise how being healthy helps people feel happy. Suggest how the body may be harmed when unhealthy choices are chosen.</p>		
	EYFS, Y1 & Y2					
	<p>Self-Regulation - Zones of Regulation in class IL - Working in a group, turn taking</p>					
Objectives	<p>Use eye contact and facial expression to develop contact with people, To develop listening skills and maintain attention, Play cooperatively - Enjoys joining in games and taking turns, sharing resources with support Know that some people are different from themselves</p>					

	<p>Being kind - hand can be used kindly and unkindly Make the classroom a happy place</p> <p style="text-align: center;">Identify and know the names of an range of emotions - happy and sad</p>
PD	<p>Indoor PE - Real Dance EYFS - Unit 1 Outdoor PE- Real PE Foundation - Unit 2 / EHCP target specific</p>
Fine Motor Skills - Focus on one skill per week during IL/CP	<p>Various activities including: Cutting scissor skills-snips paper and cut along lines- FMS Worksheet, Cut out shapes- square and triangle. Painting patterns on paper straight and curved. Snip around paper to create a mat. Name writing - my name book - Draw a cross and square activity- copy the directions of an adult. Threading Objects and tweezers - Numbered bowls to place the bugs in with the tweezers. Elastic bands and boards. Jigsaws Creating patterns with dotted stickers- zig-zag, spirals etc</p>
Objectives FMS objectives permeate through all activities.	<p>Shows control in using different tools. Uses a 3 finger3 (tripod) grip Uses one handed tools to snip/cut along lines. Shows control in using small tools. Uses an affective pincer grip Traces over patterns using a firm pencil grip.</p>
	Gross Motor Skills
	<p>Write Dance Playdough Disco Target practice with toys and beanbags, basket ball. Weaving with ribbons ,Bikes and scooters- riding around a taped road, obstacle course, hopscotch Jumping over ropes (pre skipping skills)</p>
CAL	Scrapbooks, Shape Coding, Phonics, S&L
Literacy	<p>Whole Class: Literacy Fine motor Phonics (BM daily, BS children to access this 3x per week in small groups or through tray activities) Go Jettors</p>
Objectives	<p>Name writing, writing in RWI phonics sessions, scrapbooks CP - see fine motor activities as above, mark making opportunities planned in the learning environment, writing labels, lists and captions, giving children a purpose for writing, scaffolding, modelling writing. EYFS: Read words consistent with their phonic knowledge by sound blending Read common exception words. Texts are used as a point of discussion Describe the main settings and characters Shows interests in illustrations Can answer simple retrieval questions To begin to write labels, lists and captions. To understand and identify a letter, word and sentence. EYFS (Early and pre reading and writing): To begin to form some lower case letters correctly. To begin to form some lower-case letter correctly using the RWI patter. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>

	<p>Say some of the words in songs and rhymes. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.</p>		
Phonics	See Individual plans for Phonics Groups - RWI		
Maths	See Individual plans for White Rose Maths- addition and subtraction in 10 and place value within 20, tray activities, Individual maths targets		
Science/History/Geography (taught with links to Science) and Understanding the World.	<p>Science/Geography - EYFS/ NC: Linked with our Literacy tree book 'Bringing the rain to Kapiti' - Work together to create a rain gauge for the outside area. Check/ record rain levels every day after lunch.</p> <p>History - St David's Day 1st March and St Patricks Day - 17th March (link to our topic around the world, point out these places on a world map. Join with Badgers Sett for St David's day and make welsh cakes and daffodils.</p> <p>BS EYFS: Locate Wales and England on google maps and 'visit' Cardiff and London. Go across Severn Bridge into Wales. Celebrate St David's day by making welsh cakes, daffodils and Welsh flags. Locate Ireland on Google maps- Giant's causeway- read the tale of Finn McCool and the Giant's causeway Attention autism: Shrove Tuesday, St David's Day and St Patrick's Day (see separate planning)</p>	<p>Geography -EYFS- Look at the different types of housing in our local area, talk about what our homes look like/ where we live. NC: Look at our local area/ where we live. Talk about features of the community and compare this with Kenya, discuss the similarities and differences between them both.</p> <p>Create a 3D map of the inside of their house.</p> <p>BS: Link with Expressive arts and design</p>	
Objectives	<p>History- Learn about St David's Day (1st March) and St Patrick's Day (17th March)- who were they? How are these days celebrated? Who celebrates them? EYFS: Place known events in chronological order</p>	<p>EYFS: Exploring the natural world around them Geography NC: Link homes with other places in the community</p>	
Science/Understanding the world	<p>Science: Every other week Group 1: Dissect and label daffodil and tulip. Observe and draw class tree. Group 2: Oliver's vegetables- read story and plant some of the seeds with Mrs Green in veg patch (Spinach and peas), try a selection of the vegetables by making a salad and potato cakes (link with St Patrick's Day)</p>		
Learning objectives	<p>Science NC: Know the parts of common trees and plants EYFS: To identify food that are healthy to the body</p>		
Expressive arts and design/Art and DT and ICT/Technology	<p>EYFS - Create a rainmaker linked to the story 'Bringing the rain to Kapiti'. following step by step instructions. NC: Create a rainmaker linked to the story 'Bringing the rain to Kapiti'. Create an instruction booklet on how to make a rainmaker.</p> <p>BS: Read 'White Rabbits colour book' and introduce colour mixing. Explore Henri Matisse paintings. Look at 'apple on a table' and children to recreate their own design through still life paintings and photos of objects.</p>	<p>EYFS- Read 'White Rabbits colour book' and introduce colour mixing. Intro to Henri Matisse. Look closely at Henri Matisse art work 'Apples on a table, green background.' Recreate their own design through still life paintings and photos of objects. NC- Intro to Henri Matisse. Look closely at Henri Matisse art work 'Apples on a table, green background.' Recreate their own design through still life paintings and photos of objects. Focus on colour mixing techniques.</p> <p>BS: Read the first part of 'Bringing the rain to Kapiti Plain', find Kenya on a map and explore pictures in the</p>	<p>EYFS- Find out information on Andy Goldsworthy, look closely at his sculptures. Focus on the materials that he used. Take a walk through Forest School - collect materials to create own sculptures. NC - (same as above) describe the similarities and differences in techniques between Henri Matisse and Andy Goldsworthy.</p> <p>BS: Find out information on Andy Goldsworthy, look closely at his sculptures. Focus on the materials that he used. Take a walk through Forest School - collect materials to create own sculptures.</p>

	Attention autism: Intro to Henri Matisse (see separate planning)	book comparing the scenes to photos of England. Retrieval- revisit Handa's surprise and make a fruit smoothie from Handa's fruit using printing from Autumn term.	
Objectives	Art NC: Andy Goldsworthy sculpture (Scotland/UK) EYFS: Henri Matisse colour mixing, different textures.(France)	DT NC: Make a healthy fruit drink (use fruits from another country) EYFS: Make structures choosing different materials	ICT NC: Use technology to support learning EYFS: Use aps on the Ipad and the interactive whiteboard
Music	EYFS Singing: Children can sing a range of well- known nursery rhymes and songs. Listening: Children can listen to a piece of music attentively. Sing together as a class and share it in an assembly for others. Composing: Experiment with a range of instruments.	Y1 & Y2 Singing: Sing simple songs with a small range, mi-so (Hello), then, progress to wider ones (Bounce High, Bounce Low) Include Listening: Art Pop: Kate Bush - Wild Man and 20th Century: Holst - Mars from The planets. Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to. Composing: Understand the difference between a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these to others, taking turns. Musicianship: RHYTHM Perform, copycat and short repeating rhythm patterns while keeping in time with a steady beat. Perform word pattern chants.	
RE	EYFS What makes a place special? To know that places are special for different people and that some places hold special memories. They will begin to understand that some people go to special buildings to pray to or be close to God. What makes something special? Knowledge To think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts.	Y1 & Y2 Why did Jesus tell parables? To explore a range of parables that Jesus told, in order for children to understand how he used simple stories to teach people deep truths about God and his kingdom Easter: What do eggs have to do with Easter? To consider why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story.	