

Spring Term 2 – Heroes – People Who Help Us

Communication and Language

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts

Stories	• Supertato	• Heroes that help us from around the world	• Superhero Hotel
	• Superworm	• There's a superhero in your book	• Ten Little Superheroes
	• Real Superheroes	• Superbat	• Information books – People who help us
	• Zippo the Super Hippo	• A Little Seed	• Pancakes
Poems	• Spring Wind	• Stepping Stones	• Mrs Bluebird
	• Hungry Birdies		

Personal, Social and Emotional Development

- Show resilience and perseverance in the face of challenge
- Think about the perspective of others
- Identify and moderate their own feelings socially and emotionally

Value – Courage

- What is courage and when do we need it?
- How can you find your *brave*?

Trick Box – Calm 'Floating Clouds'

- Obstacle Races (following instructions/persevering)
- Blindfold walk (follow and give instructions)
- Treasure Hunt (listen/respond to instructions)

Self-regulation: Listening/following instructions

- Simon Says (listening carefully)
- Listening to stories (listening attentively)
- Pass the whisper (careful listening/telling the truth/thinking of others)

Physical Development

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Progress towards a more fluent style of moving, with developing control and grace.

Dance

- copy, repeat and explore actions in response to a theme.
- explore and remember actions considering level, shape and direction.
- explore movement using a prop with control and co-ordination.
- move with control and co-ordination, expressing ideas through movement.
- remember and repeat actions moving in time with the music.
- explore actions in response to a theme and begin to use counts.

Physical Development – Fine motor skills

Children's fine manipulative skills are developed through practical activities inside and outside the classroom: painting, threading, sewing, play dough, sand, water. Continue to develop correct pencil grip and cutting skills Continue to develop handwriting by forming letters correctly – **v w y e f j**

Literacy

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Read simple phrases/sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write short sentences with words with known letter-sound correspondences.
- Re-read what they have written to check that it makes sense.

Phonics

Introduce children to the phonemes/graphemes – **ar ur oo (food) or ow (cow) oi ear air ure er ow (snow)** and to harder to read and write words – **they all are ball tall**
Continue to read words and more complex captions/sentences

Mathematics

- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Explore the composition of numbers to 10.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.

Length, Height and Time

Exploring length
Comparing length
Exploring height
Comparing height
Talk about time
Ordering and sequencing time

Building 9 & 10

Find/Represent 9 & 10
Compare number/subitising to 10
1 more/1 less
Composition/Make arrangements of 10
Bonds to 10 (2 parts) (3 parts)
Double to 10 (find/make a double)
Exploring even and odd

Exploring 3-D Shapes

Recognise/name 3-D shapes
Finding 2-D shapes within 3-D shapes
Use 3-D shapes for tasks
3-D shapes in the environment
Identify more complex patterns
Patterns in the environment

Daily Number – counting, subitizing, 1 more 1 less, number bonds, etc.

Understanding the World

- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.

Science

Animals

Baby animal names
Do baby animals look the same as adult animals?
Fur, skin, feathers, skin
How many legs?

Spring

- What is a seasons?
- What happens in spring?
- How is spring different to autumn/winter?
- What signs of spring can we see?

RE

What makes something special?

- What is a special thing?
- How do we look after special things?
- Special things from different faiths?

Geography/History

People who help us – then and now

Find out about how different jobs have changed over time

People who help us – comparing different countries

Find out if jobs are done differently in different countries

Expressive Arts and Design

Continue to develop storylines in pretend play/Create collaboratively, sharing ideas, resources and skills

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Return to/build on their previous learning, refining ideas and developing their ability to represent them.
- Explore and engage in music making and dance, performing solo or in groups.
- Watch and talk about dance and performance art, expressing their feelings and responses.

DT Structures - Boats

- Waterproof materials
- Floating and sinking
- Boats
- Investigating boats
- Designing boats
- Creating and testing boats

Music Musical Stories

- Moving to music
- Storytelling with actions
- Using instruments to represent actions
- Musical story composition
- Musical story performance

Art

Mother's Day/Easter cards and presents

Drawing and painting opportunities linked to weekly books