

Project Overview

New Life

As we head into Spring time our topic is all about new life. On welly walks we look for the changes that take place in Spring. The children examine and carefully draw spring flowers. We plant seeds to grow flowers and vegetables. In class we find out about life cycles, watching frog spawn hatch, how caterpillars change into butterflies and hatch chicks and ducklings from eggs in our incubator. The children make posters to display around school to share the good news when the chicks hatch. We make mother's day cards and celebrate with songs in our mother's day Church service. We learn about the school value of 'Charity' raising money on our school 'Charity Day'. The children learn about how Christians celebrate Easter. They listen to the bible story and create an Easter garden.

COMMUNICATION AND LANGUAGE

New Life project - Teach vocabulary on wordbank and powerpoint T:\A Year R\VOCAB & WORDBANKS\New life
Find out about life cycles and how animals change and develop over time. How have they changed? Talk about changes as chicks hatch and grow, frogspawn hatches and plants grow. Discuss how to care for plants and animals such as our guinea pigs, tadpoles, butterflies and chicks and handle the chicks with care
Discuss how the bulbs we planted in the autumn are flowering. Talk about and describe Spring flowers for observational drawing.
Retell the story of The Hungry Caterpillar with character puppets
Role play Garden centre- watch clips of a visit to a garden centre. Small world pond theme -re-enact some of the stories they have heard about frogs and tadpoles
Learn songs and join in with Mothers' Day celebrations and talk about how other countries celebrate Mothers' Day
R.E. Salvation- Reading the Palm Sunday story. Discuss how and why Christians celebrate Easter

Think about caring for our planet on Earth Day (if the date falls in this topic)

Join in with the celebrations for Mothers' Day songs and celebrations

Begin to accurately use irregular past tense verbs

Use newly-learned vocabulary in different contexts

Use more detail in conversation

Talk confidently about why things happen using new vocabulary

Engage in meaningful conversations with others

Express their ideas and feelings about their experiences

Learn new vocabulary from powerpoints texts and environment

Know how to form a sentence correctly using future tense

Know many commonly used irregular forms of verbs: knew, got, gave, found, thought, told, left, felt, brought,

PHYSICAL DEVELOPMENT

New Life project- Observational drawings of Spring flowers focusing on the teaching of blending and colour selection, use chalk pastels
Do observational drawings of chicks, tadpoles, and plants
Tear paper into different shapes layer and combing these to create torn paper chicks
Hold chicks very carefully
Planting using tools such as spades and forks. Weeding the vegetable patch with tools.
Make Easter and Mother's day cards
Build runs outside with large construction for chicks/ guinea pigs
Make playdough flowers by combining and adding resources
Funky Fingers Use tweezers to pull seeds out of soil
REAL PE John & Jasmine learn to juggle Practice balancing along a line, work in small groups to throw and catch (juggle) more than 1 ball. Working with a partner they roll a different sized balls against a wall and retrieve them. They then work with a partner to throw a ball against a wall and catch it with 2 hands.
Thembi Walks a Tightrope: Running and jumping around and over the ropes, practise a static balance standing on a line, then standing on a low beam.
Welly Walks - Make nests with natural materials, observational drawings

<p>Use a pencil effectively to form recognisable letters, most of which are a reasonable size (1.5 cm or smaller) and formed correctly</p> <p>Demonstrate pencil control when drawing and colouring</p> <p>Understand the rules for apparatus lessons and show good control and co-ordination on the equipment when climbing, jumping and balancing</p> <p>Begin to use knife and fork independently to cut up food</p> <p>Know the mats protect us when we jump and land (or if we fall)</p> <p>Know that careful observation helps to create accurate representations</p>	<p>R.E. Salvation- Make an Easter garden using natural resources and plants</p>
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PERSONAL SOCIAL EMOTIONAL	
<p>New Life project - Discuss how to care for plants and animals such as our guinea pigs, tadpoles, butterflies and chicks and handle the chicks with care. Develop a responsibility for collectively caring for nature by planting and watering seeds and flowers.</p> <p>Children join in with our Mother's day service in front of an audience.</p> <p>Charity Day – discuss the chosen charities, the work they do and why we choose help other people. Promote the collective sense of caring for classroom environment by doing a sponsored 'Spring clean' on charity day. Use this as an opportunity to develop resilience and perseverance and a sense of doing something hard for someone else (make a link with giving up something for lent.)</p> <p>Think about caring for our planet on Earth Day (if the date falls in this topic) Learn a bit about Greta Thunberg and Davis Attenborough – people who are helping us to change the way we behave</p>	
<p>Talk about how healthy food, exercise and sleep help us to stay healthy</p> <p>Show care and respect for living things</p> <p>Talk about why we support other people with our charity day</p> <p>Know some steps that they can take to overcome a challenge</p> <p>Begin to use knife and fork independently to cut up food</p> <p>Begin to understand the school values; honesty, charity and respect</p> <p>Know which foods are healthy and which are unhealthy</p> <p>Talk about the effect their behaviour has on others</p> <p>Know why we have a charity day and what the money we raise is for</p>	<p>By the end of Spring 2 the Children will be able to sort food into healthy and unhealthy and talk about other ways to stay healthy. They will talk spontaneously to all the adults in the unit.</p>

LITERACY
<p>Reading</p> <p>New Life project Teach vocabulary on wordbank and powerpoint T:\A Year R\VOCAB & WORDBANKS\New life</p> <p>Through topic on New Life children are taught about non-fiction information texts and will find out about the Easter story from The Bible</p>

Blend ccvc words, blending consonant clusters
 Read words containing set 2 long vowel sounds
 Spot at least 5 red words in text
 Become familiar with the symbols from Hampshire comprehension toolkit

Talk about facts and vocabulary they have learnt
 Know the sounds that the long vowel sounds and set 2 digraphs make
 Know which letters make up set 2 long vowels digraphs
 Know that as well as using phonics we can also use pictures, and comprehension to work out what is written
 Know that "speech marks" are used when someone is speaking

By the end of Spring 2 the Children will be able to blend words with the digraphs qu sh th ch ng and nk and may be able to blend consonant clusters to read 4 and 5 sound words. They will recognise at least 5 red words (the I to said no)

Writing

New Life project The children will label life cycle diagrams. They will write a non-fiction sentence writing about spring from what they have learnt about life cycles or from welly walks. The more able children will write several sentences, using full stops to demarcate them.

The children will learn how writing is used to give information on posters e.g. about the chicks being born.

Children will write inside their Mother's Day cards during a whole class guided writing input.

Sentence intervention writes at least 3 times weekly for those children who are not able to segment independently. This will include using words beads to compose sentences.

FMS intervention continues for those with poor pencil control.

Handwriting intervention for those incorrectly forming letters.

To write CVC and some CVCC/CCVC words with known sounds
 Write words containing set 2 long vowel sounds
 Write the red words I the to
 Orally compose a short, simple sentence
 Use word beads/ dots to record the number of words in a sentence
 Dot and dash words to spot digraphs and trigraphs
 Use a pencil effectively to form recognisable letters, most of which are a reasonable size (1.5 cm or smaller and formed correctly)
 Know the sounds that the long vowel sounds and set 2 digraphs make
 Know which letters make up set 2 long vowels
 Know how to use a sound mat as a prompt
 Know writing is used for different purposes (lists, labels, cards, posters)

Number

Look at composition of number 7, finding pairs of numbers to make 7.

Understand the 'one more than/one less than' relationship between consecutive numbers Use double sided counter and tens frame to do one less than numbers up to 10 and then one more than numbers to 10.

Link the number symbol (numeral) with its cardinal number value. Model how to write numbers 1 to 5. Children get whiteboards to practice. – Also have a go at number sentences. Make own 'story book' of numbers 1 to 5 trace around numicon 1 – 5 and have a go at writing the number.

Print out image of blockzilla Greater than less than If they are the same then his mouth make the equals sign. Compare the two numberblocks use signs

Compare quantities up to 10 recognising when one quantity is greater than, less than or the same as the other quantity

Recap smaller and bigger numbers – discuss how we can also say less than and greater than.

Use the scales – recap what they show – heavier and lighter. Investigate how this works with our numicon.

Composition of numbers to 10 Teacher demonstrates using sorting rings to demonstrate part part whole (to partition numbers up to 5)

Shape

New Life project-Ordering eggs by size, Measuring the height of different plants, patterns on Easter eggs. Look at Symmetry on butterflies wings.

Revise 2D and 3D shape names. Play Kims game. Discuss the 3D shapes. Talk about their properties. Children to have whiteboards. Show them a 3D shape – on their boards can they draw the 2D shapes they can see within the 3D shape (the faces) – children hold up whiteboards. Repeat with different shapes.

Welly Walks- follow a route on a map

Use objects to solve addition and subtraction problems
Subitise to 5

Recall some number bonds for numbers up to 5

Recall some doubles facts up to 5+5

Begin to know odd and even numbers to 5

Begin to share up to 10 objects equally between two groups

Begin to recognise odd and even numicon pieces to 5

Know which pairs make a given number up to 5

Know the difference between odd and even

Know doubles of numbers to 5

know that doubling means having two quantities of the same amounts

Know halving means sharing equally between 2

Begin to know sharing means that groups are equal

Begin to know which numbers to 5 are odd and even

Know number names of larger numbers, including crossing boundaries 29/30

By the end of Spring 2 the Children will be able to count out loud to 20 independently. Begin to use objects to solve addition and subtraction problems.

Recall some number bonds for numbers up to 5. Subitise numbers to 5. Recall some doubles facts up to 5+5 Begin to know odd and even numbers to 5. Begin to share up to 10 objects equally between two groups

EXPRESSIVE ARTS AND DESIGN

New Life project- Observational drawings of Spring flowers focusing on the teaching of blending and colour selection.

Do observational drawings of chicks, tadpoles, and plants

Tearing paper into different shapes and layering and combing these to create torn paper chicks

Make chick posters to invite visitors and share the news they have hatched

Make Easter and Mother's day cards

Learn new songs for Mothers' day service

Garden centre role play area – watch clips of a visit to a garden centre

Small world pond theme –re-enact some of the stories they have heard about frogs and tadpoles

Build runs outside with large construction for chicks/ guinea pigs

Make nests with natural materials

Make playdough flowers by combining and adding resources

Retell the story of The Hungry Caterpillar with character puppets

R.E. Salvation- Reading the Palm Sunday story and make palm leaves and acting out the story. Sing the Hosanna song. Read the full Easter Story and watching the animated story. Make an Easter garden using natural resources and plants

Welly Walks -Visit the 3 areas of study for longitudinal study (pollination garden, Sorbus and wet patch outside Y6 on school field) Photograph, draw or paint their observations.

Use modelled vocabulary during role play and small world
Manipulate materials to achieve a planned effect
Make observational drawings of spring flower, thinking about form/shape, features and colour
Blend colours with watercolour paints and use wide horizontal brush strokes to cover the paper
Know how to mix colours when painting with water colours
Know that careful observation helps to create accurate representations

By the end of Spring 2 the Children will be able to use water colour paints to blend colours to create a wash. They will have developed their drawing skills by careful observation of objects and attempt to replicate its form and consider their colour choice.

UNDERSTANDING THE WORLD

Past and Present

New Life project- find out about life cycles and how animals change and develop over time. How have they changed? Watch as chicks hatch and grow, frogspawn hatches and plants grow. Look at how the bulbs we planted in the autumn are flowering. Join in with Mothers Day celebrations (this is an annual tradition and part of the of the yearly pattern)
Learn about how and why Christians celebrate Easter (this is an annual tradition and part of the of the yearly pattern)
Learn about Greta Thunberg and David Attenborough – people who are helping us to change the way we behave.

Appropriately use the terms yesterday, today and tomorrow when referring to events in time
Name familiar adults within their local community and say what their role is
Talk about the life cycle of a chicken (frog, butterfly seed)
Join in with the celebrations for Mothers' Day and Easter

Know that living things change as they grow
Know how they might change as they grow older
Know the characteristics of Autumn, Winter and Spring

By the end of Spring 2 the Children will be able to name familiar adults within their local community and say what their role is.

People, Culture and Communities

New Life project- Look at how the bulbs we planted in the autumn are flowering. Welly walk – mark on a map where they have spotted new life e.g. bulbs, tadpoles, nests, bug homes
Join in with Mother's Day celebrations – find out how other countries and cultures celebrate Mothering Sunday
Learn about how and why Christians celebrate Easter
Welly Walks -Visit the 3 areas of study for longitudinal study (pollination garden, Sorbus and wet patch outside Y6 on school field) Photograph, draw or paint their observations.
R.E. Salvation- Reading the Palm Sunday story. Making palm leaves and acting out the story. Singing the Hosanna song.
Reading the full Easter Story and watching the animated story. Making an Easter garden and cross.
Think about caring for our planet on Earth Day (if the date falls in this topic)

Salvation (Easter)
Discrete Short Term Planning
To understand what the palm cross symbolises.
To understand how crosses are used to celebrate Easter and a significant symbol for Christians.

Name familiar adults within their local community and say where they work

Talk about what happened to Jesus on Good Friday and why a cross is a special symbol for Christians

Find out how other countries and cultures celebrate Mothering Sunday

Join in with our celebrations for Mothering Sunday and Easter and talk about how we celebrate these

Begin to mark locations on a map

By the end of Spring 2 the Children will be able to talk about what happened to Jesus on Good Friday and why a cross is a special symbol for Christians.

The Natural World

New Life project - Plant Spring flowers in the Year R garden area

Plant vegetable seeds in our vegetable patch

Learn how to care for plants and animals such as our guinea pigs, tadpoles, butterflies and chicks, handle the chicks with care

Make at life cycles of animals and plants and talk about how living things change over time

Do observational drawings of chicks, tadpoles, and spring flowers

Enhanced Provision: Tools for bug hunts. Using magnifying glasses to look at models of bugs. Sorting and investigating seeds.

R.E. Easter/ Salvation Make an Easter garden and cross using natural resources

Look after the vegetables and seeds we planted in the Spring term by watering, weeding and looking for changes.

Welly Walks - Longitudinal study: Revisiting 3 areas in our school grounds to see how they have changed with the seasons.

Look for changes and signs of spring on our Welly Walk.

Think about caring for our planet on Earth Day (if the date falls in this topic)

Describe/point out signs Spring and compare the seasons

Explain how we hatch out our chicks and what they need to live

Make life cycles of chicken, frog and butterfly

Make observational drawings of spring flower

Know what a seed needs to grow

Know the simple parts of a plant (roots, stem, leaf, petals, flower)

Know what a fertilised egg needs to hatch

Know the characteristics of Autumn, Winter and Spring

By the end of Spring 2 the Children will be able to talk about the life cycle of a chick describe how we hatch our eggs and looked after our chicks.