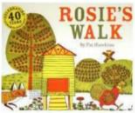





Spring 2 Medium Term Plan

Enquiry Question Look up, look down – What is all around?	Overview This half term the children will describe what they can see, hear and feel whilst outside.	
Key Skills: What will the children have achieved by the end of Spring 2? Appreciate different religions and cultural communities in their local area and around the world. Understand that maps can give us information. Draw information from simple maps. To talk about similarities and differences between old and new transport. Ask and answer 'why' questions about transport.	Previous Learning/Coverage	Key Vocabulary
	Monitor the impact of learning / coverage of Autumn 2 teaching and learning.	Modes of transport: Land, air, sea. Travel, journey,
Core texts:  	Nursery Rhymes Sleeping bunnies Over the deep blue sea The big ship sails	Poems Mrs Pirate Pirate Pete – James Carter
Communication and Language	Personal, Social and Emotional	Physical Development
Engage in story times Learns rhymes and poems Engage in non-fiction books, e.g. transport, old and new transport, maps around the world. Enjoy listening to longer stories. Understand 'why' questions. Listen to and talk about stories Use talk to help work out problems and organise thinking and activities, and to explain how things work and why things might happen. Offer small explanations that demonstrate my understanding on a topic/story. Complete sentences in my everyday talk.	Manage feelings and tolerate situations, knows how to respond appropriately to peers. Express how they can improve their own feelings. Focused attention in adult led challenges. Begin to resolve some problems independently but may still need some adult support. Has a clear idea about what they want to do and how they want to go about it. Persists and perseveres to reach their intended goal. Show resilience and perseverance in the face of a challenge. Think about the perspective of others.	Catches smaller items from further away Throws a ball at a target. Can use bikes and equipment with pedals. Pulls self up on climbing equipment. Can balance by placing one foot in front of the other. Children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.



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<p>Use joining words to connect ideas. Answer 'why' questions.</p>		<p>Understands reasons for dressing etc gloves in winter. Can put on own coat and do up zip. Enjoys healthy food. Understands the need to eat a range and variety of food. Uses small tools with confidence e.g. pencils, toothbrushes, cutlery etc. Uses scissors competently.</p> <p>PE lessons:</p>
Literacy	Mathematics	Understanding the World
<p>Story Innovation for 'Rosie's Walk'. Develop an understanding of story telling vocabulary, what characters, setting, events are. E.g. Rosie's walk, Talk about why things happen, how characters might feel, how things could have happened differently. E.g. Silhouette's lurking in George's room.</p> <p>Position letters on the line. Writing some of the tricky words such as I, me, my, like, to, the. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Writing CVC words, Labels using CVC, CVCC, CCVC words. E.g. key for a treasure map. Form lower case letters correctly. Begin to form capital letters A – M. Write a wanted poster describing pirates from the Night Pirates, Captain Patch of his pirates. Write simple words, labels or captions using sounds they have learnt.</p>	<p>Alive in 5: Measuring capacity Growing 6 7 8: Comparing height Growing 6 7 8: Comparing length Growing 6 7 8: Measuring time Building 9 & 10: Matching 3D shapes (real life objects) COMPOSITON Use the skills of conceptual subitising to describe parts of a whole set Visualise arrangements and use gestures to describe the numbers within a whole set My --- is a part of me and the whole of me is (NAME) Investigate ways of making 7 with two parts Use their fingers to make and describe 7 as '5 and a bit structure 7 is made out of 5 and 2 See that 7 can be composed in different ways Explain their understanding of the composition of 7 COMPOSITON Practise identifying when 2 sets are equal in number Identify when a double is shown and explain why This is a double because (1) is a part and (1) is a part Say what the whole is when there are 2 equal parts</p>	<p>Learn how Muslims observe Ramadan and celebrate Eid al-Fitr. Indian food tasting.</p> <p>Explore different modes of transport. How do they travel? Air, land or sea.</p> <p>Look at a range of 'old and new' photograph of transport. How do they know? Sort the photographs and discuss their similarities and differences.</p> <p>Children talk about a journey they have taken with their families and what mode of transport they have taken.</p> <p>Rosie's walk – what journey did Rosie take on her journey. Gather information from a simple map. Rosie's walk and a treasure map from the Night Pirates. Know how to use and draw information from a simple map. Know how to make simple maps of imaginary</p>



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<p>.</p> <p>Attempt to write short sentences, demonstrating an awareness of a full stop.</p> <p>Creating own story maps.</p>	<p>This is a double because – is a part and – is a part -- is made of -- : -- and – make -- Use objects to make double patterns and describe what they can see -- is made of -- : -- and – make -- Show double patterns on their fingers in response to being given the whole Use positional language to describe spatial arrangements of objects Visualise double patterns to 5 and 5 -- is made of --; -- and – make – 4 is made of 2 and 2; 2 and 2 make 4 COMPOSITON Say what the whole is when there are 2 equal parts Recognise and talk about ways in which objects are similar to or different from each other (colour, size, shape function etc) Sorts objects according to attributes described by an adult -- is made of --; -- and – make – Describe the attributes that they notice for a group of objects Sort and re-sort objects according to their attributes. -- is made of --; -- and – make – Describe the attributes of the Numberblocks. Investigate patterns of doubles -- is made of --; -- and – make – Sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. -- is made of --; -- and – make – Investigate patterns of doubles -- is made of --; -- and – make – (2) is made of (1) and (1); (1) and (1) makes (2)! Even numbers CAN be made of 2 parts that are the same.</p>	<p>communities using a variety of construction resources.</p> <p>Know that simple symbols are used to identify features on a map.</p> <p>Identify objects that float or sink. Explore a range of materials and decide what would be good for making a boat and why. Explain why they have chosen the materials they have.</p> <p>Know about the signs of spring and the associated weather. Explore the schools' grounds and observe seasonal changes in the winter.</p>
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	<p>COUNTING, CARDINALITY & ORDINALITY Counting things that cannot be seen – sounds Revisit rules for how to count Discuss and practise strategies for counting larger sets Discuss and practise strategies for counting larger sets by moving Counting things that cannot be seen – periods of time Make or represent their own collections or larger amounts Practise counting on from a given number Discuss and practise strategies for counting larger objects that cannot be moved</p> <p>SUBITISING Visualise, make and describe spatial arrangements of 6 Practise subitising to 6 Make and describe arrangements of 6 Listen to rhythmic patterns of up to 5 sounds and determine the quantity Recognise Numberblocks and related double patterns on their fingers without counting -- is made of --; -- and – make – Subitise double amounts shown on a ten frame (10) is made from (5) and (5); (5) and (5) makes (10) (6) is made of (3) and (3); (3) and (3) makes (6) (4) is made of (2) and (2); (2) and (2) makes (4)</p>	
Expressive Arts & Design	RE (People of God)	Ten Ten: Life to the full
Ramadan craft – Create a moon and star mobile to celebrate Eid al-Fitur. Create their own treasure map by tea staining and developing their drawing skills. Explore materials and experiment to create a strong structure. They will make a boat for the pirates to sail in, use junk modelling materials. Think about the materials to use for the and the properties of floating and sinking. Test their boats on the water.	Baptism continued... <ul style="list-style-type: none"> • Know that of Baptism they are given a Christian name. • Participate in a role-play of the celebration and identify a few symbols of Baptism. • Know that Baptism is a special celebration to welcome people into God's family. • Know that Jesus' presentation in the Temple was a special celebration for him. 	<p>Religious Understanding: Session 1: Role Model Personal Relationships: Session 1: Who's Who? Session 2: You've Got a Friend in Me Session 3: Forever Friends</p>



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<p>use their knowledge of different materials to design a boat.</p> <p>Portraits of my mother – Oil pastels</p> <p>Music: Charanga!</p> <ul style="list-style-type: none"> • Copy-clap some rhythms of phrases from the songs. • Explore high pitch and low pitch in the context of the songs. • Use the starting note to explore melodic patterns using one or two notes. 	<p>Lent</p> <ul style="list-style-type: none"> • Know that Lent is an important season in the Church year. • Recall some symbols of the season and understand that this is a special time to pray. • Recognise the prayer of sorrow to be an important prayer of the season. <p>Holy Week</p> <ul style="list-style-type: none"> • Know about some of the events of Holy Week and be able what Jesus did Palm Sunday. 	
Key Experiences to be planned for:		
Mother's Day craft morning.		