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| **Reception** | **Literacy** | **Communication and Language** | **Physical**  **PE** links | **Personal and social**  **PSHE** and **RE** | **Maths** | **Understanding of the World**  **S**cience, **G**eography, **H**istory and **T**echnology | **Expressive Art and Design**  **A**rt, **DT** and **M**usic Links |
| **Spring 1**  **Christian Value:**  **Perseverance (cycle A) and Thankfulness (cycle B)** | **The Train Ride**  Blending and segmenting cvc’s and beginning to blend and segment CCVC’s.  Write labels and captions.  Sequence and retell stories.  Postcards | Talking confidently about picture books, making predictions, asking questions and making connections to personal experiences  To join in with repeated text, responding to patterns and rhythms | Cut up foods- knife and fork.  Pencil control- drawings in detail.  Eat a healthy range of food stuffs and understand the need for a variety of food.  **PE**- Roll, move and transport equipment and objects safely.  Understand exercise, sleeping and hygiene can lead to good health.  **DT**- Construct kits with increasing control and repeating patterns.  **PE-** Bat and ball skills- throwing, catching, hitting and kicking | Helping each other- team work  Chinese New Year (use Clever Sticks story)  Caring for living things  **PSHE-** Being my best | Number bonds to 5 | **S-** Tooth health and brushing (egg experiment)  **H**- Valentines day | A-Collage  Bright art work in the style of Stephen Lambert  **DT**- Chinese New Year cookery |
| **Transport – non fiction texts**  Blending and segmenting cvc’s and beginning to blend and segment CCVC’s.  Write labels and captions.  Attempt to write short sentences | Talking about their own journeys and different modes of transport. | Numbers to 10- counting and comparing groups to 10 | **DT-** Cookery- making a cake using the balance scales |
| **The Enormous Turnip**  Blending and segmenting cvc’s and beginning to blend and segment CCVC’s.  Write labels and captions.  Attempt to write short sentences | Vocabulary- grouping and naming fruit, vegetable, meat, pasta, rice and sugar.  Use language to imagine and recreate roles and experiences.  To draw the narrative shape of the story | Combining groups to find the whole  Number bonds to 10- ten frame | **S-** Growth of ourselves. Height and foot size  **G/S**- Growth of food. Similarities and differences of food | **A-**Observational drawings of fruits and vegetables including insides  Printing with vegetables  Use different drawing tools |

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| **Spring 2**  **Christian Value: Friendship (cycle A) and Forgiveness (cycle B)** | **The Very Hungry Caterpillar**  Blending and segmenting cvc’s and beginning to blend and segment CCVC’s.  Start to write short sentences  Sequence and retell stories and respond with relevant comments, questions and actions | Ordinal language- first, next, then | **DT** Simple sequenced folding  Thread, link, bend small objects  Brush control  **PE-** Quoits and cones- running, jumping, throwing and catching  **PE**- Combine moves to travel confidently with skill and equipment | Steps to resolve conflicts- finding a compromise  Taking account of one another’s ideas to organise an activity  Identifying forms of new life  Care for new life  **PSHE**- Keeping myself safe  **RE-** Salvation and the Easter Story | Combining groups to find the whole  Number bonds to 10- ten frame  Number bonds to 10- part whole model | **S**-Similarities and differences of solid/ bendable materials  Explore magnets  **H**- Mothers Day | **DT-** 3D flowers- egg boxes- link to Mothers Day cards |
| **Tadpoles and life cycles- non fiction** | Answer- how and why about experiences, stories and events | Spatial awareness  3D shapes  2D shapes | **S-** Life cycles | **A**-Colour mixing to form secondary colours  Watercolours  **A**-Bubble printing |
| **The Easter Story**  Blending and segmenting cvc’s and beginning to blend and segment CCVC’s.  Start to write short sentences  Sequence and retell stories and respond with relevant comments, questions and actions | **S-** Naming baby animals  **G**- name signs of spring; bud, snowdrop, daffodil  **H-** Easter traditions |
| **Enrichments** | Visit to the bus station and train station  Visit of lambs for a sign of new life/ducklings | | | | | | |