|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 experiencesTo 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 workChinese 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-CollageBright 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 wholeNumber 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 insidesPrinting with vegetablesUse different drawing tools |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 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 sentencesSequence and retell stories and respond with relevant comments, questions and actions  | Ordinal language- first, next, then | **DT** Simple sequenced foldingThread, link, bend small objectsBrush 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 compromiseTaking account of one another’s ideas to organise an activityIdentifying forms of new lifeCare for new life**PSHE**- Keeping myself safe**RE-** Salvation and the Easter Story | Combining groups to find the wholeNumber bonds to 10- ten frameNumber bonds to 10- part whole model | **S**-Similarities and differences of solid/ bendable materialsExplore 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 awareness3D shapes2D shapes | **S-** Life cycles | **A**-Colour mixing to form secondary coloursWatercolours**A**-Bubble printing |
| **The Easter Story**Blending and segmenting cvc’s and beginning to blend and segment CCVC’s.Start to write short sentencesSequence 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 stationVisit of lambs for a sign of new life/ducklings  |