



# St Barnabas

Church of England Primary Academy

A member of **CDARI**



## Spring 2: Superheroes

We aim to cover the following below. We will also look at the children's interests, identify gaps in their learning and move them on through directed activities and continuous provision.

Communication and Language	<ul style="list-style-type: none"> <li>- Answer questions about stories</li> <li>- Learn new vocabulary</li> <li>- Listen to stories and non-fiction texts</li> <li>- Hold a conversation with teachers and peers</li> <li>- To express ideas and feelings using full sentences including past, present and future tenses</li> <li>- Talk about past and future events in order</li> <li>- To make comments during class discussions and vocalise our opinions</li> <li>- Retell narratives with peers and teachers</li> <li>- Listen to and learn new rhymes</li> </ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>- Hold a conversation with teachers and peers</li> <li>- To express their ideas and feelings using full sentences including past, present and future tenses</li> <li>- Begin to problem solve</li> <li>- Set and work towards simple goals</li> <li>- Persevering and challenging ourselves</li> <li>- Know how important it is to eat healthily and wash our hands</li> <li>- Use a range of equipment safely</li> <li>- Brushing our teeth and making healthy food choices</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>- Continue to practise the fundamental movement skills: running, crawling, jumping,</li> </ul>

	<p>skipping, climbing, hopping and rolling</p> <ul style="list-style-type: none"> <li>- Use a range of equipment and apparatus confidently and safely</li> <li>- Begin to develop strength, balance and coordination</li> <li>- Climbing up apparatus safely</li> <li>- Learn and progress towards a more fluent style of moving</li> <li>- Hold a pencil correctly and form letters accurately</li> <li>- Fine motor skills</li> <li>- Muddy Monday walks</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>- Daily Phonics session focusing on Phase 3. The children will learn how to read and spell words and learn how to read tricky words</li> <li>- To read phrases and sentences and some common exception words</li> <li>- To write phrases and sentences and some common exception words</li> <li>- To listen to a variety of fiction and non-fiction books</li> <li>- Form letters correctly</li> <li>- Non-fiction</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> <li>- continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>- become more familiar with the counting pattern beyond 20.</li> <li>- explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>- begin to link even numbers to doubles</li> <li>- begin to explore the composition of numbers within 10.</li> </ul>

	<ul style="list-style-type: none"> <li>- compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system</li> <li>- Names of 3D shapes. Can describe similarities and differences.</li> <li>- Building with 3D shapes.</li> <li>- Patterns - more repetition – ABB AABB</li> </ul>
R.E	<ul style="list-style-type: none"> <li>- Listen to stories that Jesus told</li> <li>- Lent and Easter</li> <li>- Our emotions</li> <li>- Continue to display our Christian values</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>- Naming and observing the weather: <i>understand changes in the natural world including seasons</i></li> <li>- Muddy Monday: places in our local environment- shops, chemist, petrol station, school, park, nursery, church: <i>exploring our local environment using knowledge from observation, discussion and maps</i></li> <li>- Food (Know where food comes from, informed about healthy food choices, understand how animals are used for food production, say why measuring ingredients is important)</li> <li>- Materials (State the names of different materials, describe materials using descriptive vocabulary, know where some materials come from, understand how some materials can change)</li> <li>- Finding out about different occupations and their role in society: <i>to talk about the lives of people around them and their roles in society (communication, observe, research, recall)</i></li> <li>- Queen Elizabeth: who is she?: <i>to understand the past through settings, characters</i></li> </ul>

	and events (vocab, research, describe, chronology, communication)
Expressive Arts and Design	<ul style="list-style-type: none"><li>- Moving to music and listening to music</li><li>- Use a range of art resources confidently and safely</li><li>- Junk modelling</li><li>- Choose resources fit for a purpose (colour, texture, form, function)</li><li>- Children to share their creations</li><li>- Observational drawing: daffodils</li><li>- Rhyme time</li><li>- Perform rhymes in time to music</li><li>- Choose resources to perform with</li><li>- Use percussion</li></ul>