

## Class 1: RECEPTION AND NURSERY

**Spring Term – Would You Rather?** This term learning focuses on developing children's independence and the characteristics of effective learning and exploring two contrasting parts of our wonderful world.

Planning informed by *Early Years Curriculum Companion* and adapted according to current cohorts needs and interests.

### Communication and Language

Children will:

- secure core rhymes learned in Autumn term and begin to learn a new set.
- learn topic related and maths rhymes.
- continue daily book talk sessions based on key texts and topic related texts.
- enjoy topic related non-fiction books.
- be encouraged to ask questions and express opinions through our visitors, our investigation area and Tapestry posts.
- use language for a variety of purposes: to share, take turns, compare, predict, explain.
- Reception participate in 'Ready Steady Write' activities including retelling stories and sequencing events.
- continue the NELI programme (*where appropriate*).

### Personal, Social and Emotional Development

Children will:

- follow some basic hygiene rules.
- be following our school rules and routines with greater familiarity and consistency.
- participate in daily reflection time focusing on the characteristics of effective learning.
- be taught using the Scarf PSHE scheme:  
Spring 1 – Keeping safe  
Spring 2 – Rights and respect
- begin to explain choices
- use role play to explore conflict: considering what has happened, why, consequences and differing viewpoints.
- take part in mindfulness and meditation to calm our bodies and our minds.

### Understanding the World

Children will:

- learn about Spring and the natural world at Forest Schools sessions.
- learn about the uses of technology and e-safety (Ilearn2 programme).
- use vocabulary to describe the passing of time.
- learn about Chinese New Year
- talk about some similarities and differences in countries around the world.
- use some specific geographical vocabulary to describe different locations.
- draw what they are going to make. Choose appropriate tools. Explain what they are happy with in a product and how they will tweak the design to improve it.
- investigate 'Materials' and 'Animals.'

### Religious Education

Children will:

- learn more about our core values and begin to share examples of when they have been displayed in school.
- take part in daily worship time and prayer. Come up with our own prayers and learn how to start and end a prayer.
- be taught Cumbria Agreed Syllabus for RE:  
Spring 1 - Why do we go on a journey?  
Spring 2 - Why do we talk about new life at Easter?

### Physical Development

Children will:

- develop core strength and gross motor control through daily access to outdoor play resources.
- take part in weekly multi-skills sessions focusing on catching, kicking, throwing and bouncing a ball.
- learn to move in a variety of ways including: hopping, marching, galloping, skipping and dancing.
- developing independence with dressing and undressing for PE, coat fastenings and use of a knife and fork.
- \* Continue to develop finger strength through a range of fine motor activities and begin to develop greater control when cutting and writing.

### Literacy

Children will: enjoy daily book talk sessions

- continue the Little Wandle phonics programme  
Nursery: Phase 1, Reception: Phase 3
- R: Begin to write captions and short sentences using their phonic knowledge to spell out words. Follow the Ready Steady Write Programme. Book focus 'Star in the Jar.'
- R: will begin to form letters with increasing control, decode words with increasing accuracy and begin to read and write tricky words.
- Start reading a 'chapter book'.
- Nursery: will be taught to recognise their name. They will be encouraged to write the first letter of their name on their paintings.

### Expressive Arts and Design

Children will:

- explore sculpture and textiles.
- find out about the work of artists Austin Zucchini Fowler and Michelle Reader.
- create a topic based roleplay area
- copy movements shown by the teacher.
- move to different musical rhythms and tempos.
- move in response to different stimuli.
- clap in rhythm.
- learn songs for Easter.
- listen and respond to different genres of music.
- move rhythmically to a regular beat and is begin to keep time with the music.
- enjoy playing a wide variety of instruments.

### Expressive Arts and Design

Children will:

- focus on sculpture and textiles.
- explore the work of artist Barbara Hepworth.
- create roleplay props based on locations studied.
- copy movements shown by the teacher.
- move to different musical rhythms and tempos.
- move in response to different stimuli.
- clap in rhythm.
- learn songs for Easter.
- Listen and respond to different genres of music.
- Moves rhythmically to a regular beat and is beginning to keep time with the music.
- Enjoys playing a wide variety of instruments.

### Mini themes

Comparing places: polar regions and the rainforest  
Staying healthy- body and mind  
Fabulous food and where it comes from  
Now and then Easter Chinese New Year  
Seasonal changes: Winter/Spring

### Events and Experiences

Signs of Spring walk: local area  
Visits from health professionals.  
Visit Pizza Express Visit church  
Visit library World Book Day  
Easter egg hunt Mothering Sunday  
Start planting seeds Forest School

### Key texts

Children's cookery book Busy Spring We're roaming in the rainforest  
Goldilocks and the three bears Poles Apart We're going on a bear hunt  
The Easter Story Lost and found Rainforest Non-fiction