Russell Street School

Reception - Spring 2- Theme: Big Wide World

Literacy

Our topic will be focusing on fiction and non-fiction books. We will be talking about stories and making connections with events in our own lives. We will be using new vocabulary in discussion and role play situations. We will be writing simple phrases and talking about our writing with an adult. We will follow instructions, including simple recipes, that include measures and ingredients.

Mathematics

We will be deepening our knowledge of numbers to 10, focusing on counting forwards and backwards to 10 accurately and counting the number of objects correctly. We will compare numbers saying which is more or fewer. We will also start to recognise the number bonds to 10, which are two or more numbers that make 10 altogether, using real objects and representations. We will then work on 3D shapes, learning the names and noticing similarities and differences between them. Finally, we will look at patterns, recognising and continuing patterns and also making our own patterns.

Physical Development

We will be learning basic tennis skills. We will be thinking about how to work with a partner and pass the ball to each other. Coordination will be a skill that we will work on developing throughout this half term.

Communication and Language

We will be talking about the books we are reading and predicting what will happen next in the stories. We will be describing pictures in story books and discussing characters and settings etc. We will listen to and talk about non-fiction books and familiarise ourselves with new vocabulary.
We will also be learning how to ask questions.

Big Wide World

Personal, Social and Emotional Development

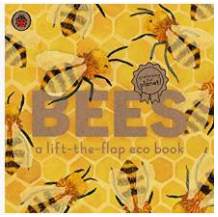
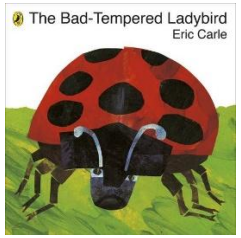
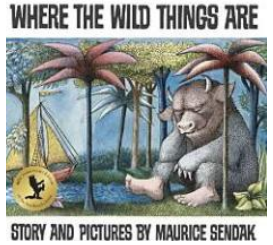
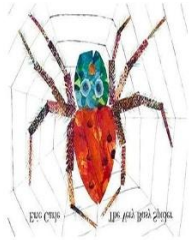
We will be learning about being healthy, including the importance of exercise, sleep, healthy eating and hygiene, including brushing our teeth.
We will be cooking a range of healthy food from around the world.

Expressive Arts and Design

Creating with Materials We will construct simple structures and models using a range of materials. We will use natural materials and loose parts to make 2-D and 3-D art. We will paint landscape pictures of our environment and cut, tear and stick different materials to create collages. Construct simple structures and models using a range of materials
Being imaginative: We will be performing songs that embed pulse, rhythm and pitch, explore voices and classroom instruments

Understanding the World

We will be learning about environments and our local environment. We will be comparing the weather, plants and animals of different countries, using geographical terms. We will be looking at the similarities and differences between people in a range of communities and groups from around the world. We will make and use simple maps in our play to represent places and journeys, real and imagined.
We will be taking photographs and collecting data whilst exploring our environment.
We will use globes and maps to show us the location of different places.

Phonics	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Assessment Week
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Australia 	Bees 	Superworm 	The Bad-Tempered Ladybird by Eric Carle 	Where the Wild Things Are 	The Very Busy Spider by Eric Carle 

Phonics:

Set 1

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - sh - r - j - v - y - w - th - z - ch - qu - x - ng - nk

Set 2

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

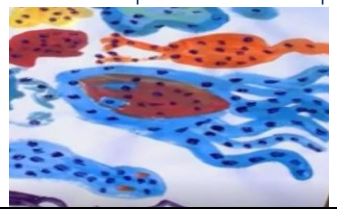
Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew - ire - ear - ure - tious - tion

	Mathematics	Learning Intention and Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
1	**Building 9 and 10** Composition of numbers to 10	I can: Count to 10 I can: Count backwards from 10 I can: Represent 9 and 10 in different ways I can: Read numerals 9 and 10	Whole, part, partition, subitise,	Show 9 and 10 on fingers Show 9 and 10 on a tens frame, rekenrek and part-whole model. Count 9 and 10 objects from a larger group	Continue using counting principles to count forwards and backwards. Recognise that a 10 frame is full when there is 10
2	**Building 9 and 10** Comparing numbers to 10	I can: Compare numbers to 10 I can: Order numerals to 10	More, fewer, same	Compare 2 groups of objects up to 10- say which set has more, fewer. Compare 3 or more groups of objects Can they find groups of objects with the same number of items? Order numerals to 10 Order 4 of the numbers to 10	Compare by lining items up with 1 to 1 correspondence or by counting each set carefully and comparing their position in the counting order. Understand that a set can have more items, fewer items or the same number of items as another set. Compare 2 quantities and progress to ordering 3 or more quantities.
3	**Building 9 and 10** Bonds to 10	I can: Find 2 groups of numbers that make 10 I can: Partition 10 in different ways	Number bond, pair, partition, how many more, how many less	Show the numicon shape that goes with another one to make 10. Say how many more are needed to fill a ten frame Show numbers to 10 on different equipment.	Explore number bonds to 10 in different contexts. Using a ten frame, look at how many more are needed to make a full ten. Use fingers, bead strings, numicon, rekenrek, part-whole model to explore bonds to ten.
4	**Building 9 and 10** 3D shapes Pattern	I can: Recognise 3D shapes I can: Say the 2D shapes that make up a 3D shape I can: Make a pattern	Sphere, cuboid, cube, cone, triangle, square, rectangle, repeat, pattern	Describe a 3d shape Sort 3D shapes Recognise 3D shapes on pictures Build models using 3D shapes Print using 3D shapes, name the shapes can they see.	Explore and manipulate 3D shapes. Consider which shapes stack and which shapes roll and why that is. Build using a variety of shapes and construct their own 3D shapes in different ways.

				Make a repeating pattern of shapes and objects	Build on children's work on AB pattern work by introducing more complex patterns. Model at last three full units of repeat so children can identify and continue the pattern.
5	Consolidation	Go over any common misconceptions. Work on areas of difficulty.	Whole, part, partition, subitise, more, fewer, same as, equal,	Composition Subitising Comparison Counting on and back Matching Numeral recognition Ordering	Time to consolidate skills the children are finding tricky.
6	Consolidation	Go over any common misconceptions. Work on areas of difficulty.	Whole, part, partition, subitise, more, fewer, same as, equal,	Composition Subitising Comparison Counting on and back Matching Numeral recognition Ordering	Time to consolidate skills the children are finding tricky.

Week	Expressive Art & Design	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
1	Construct simple structures and models using a range of materials. Designing a vehicle. Watch the transport video and dicuss what transport is. Invite the children to discuss the different forms of transport. Provide various resources, including cardboard boxes and tubes, dowel rods, yoghurt pots, plastic bottles, tape, glue, spilt pins, hole punches and treasury tags. Model to them how to design a vehicle. Ask them to draw and label the vehicle they would like to create and describe the resources and techniques they will use when creating.	Create your design/ Think about use of colours Choose media	Composition Create Design Sketching	Designing Applying Drawing Selecting resources	Different materials have different properties and can be used for different purposes.
2	Construct simple structures and models using a range of materials. Making a vehicle from our design. Encourage the children to adapt their designs as they work. When they have completed their vehicles, support the children in comparing the finished vehicle with their design.	Combine materials/ Select materials Carefully place materials Attach with glue	Collage Paint Portray Contrast	Cutting Drawing Attaching with glue Cut, tear, fold and stick a range of papers and fabrics.	Papers and fabrics can be used to create art, including tearing, cutting and sticking.
3	Construct simple structures and models using a range of materials. Animal masks Watch the animal masks video Watch the video and display animal pictures on the creative table. Using a template and art resources ask the children to draw an animal's face that they would like to create as a mask. Talk about the resources and skills they might use to create	Create a mask Select colours Select painting tools	Paint Portray Blend Highlight	Construct simple structures and models using a range of materials.	Different materials have different properties and can be used for different purposes.

	their mask. When their designs are complete, offer plain paper plates, thin elastic and a wide variety of craft materials for children to create their masks. Introduce skills, such as paper curling and folding for the children to add detail to their masks.				
4	Aboriginal patterns Watch the video Display the Aboriginal art picture cards. Explain that the Aboriginal people live in Australia, pointing it out on a globe or map. Look at the patterns in the paintings and use the picture card with the symbols to see if they can recognise what the artwork depicts. Provide the children with black paper, cotton buds and ready-mixed paint. Invite them to create Aboriginal-style paintings and patterns. Encourage the children to talk about their pictures and compare their work with others'. 	Look closely Think about what you want to create. Start with an outline Fill in the dots	Apply Layer Adhesive Mixed Media	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Continue, copy and create repeating patterns using a variety of objects.	Know how to use different media together.
6	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Transitional art. Display the Earth picture cards. Provide small squares of green and blue cellophane, glass pebbles and buttons and a lightbox for the children to create Earth images. Provide a camera or tablet to take pictures of their artwork.	Use natural materials and 2d and 3d objects to create art.	Descriptive words associated with Earth.	Use natural materials and loose parts to make 2-D and 3-D art.	Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.

Week	**Understanding the world: The World and People, Culture and Communities**	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
1	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Watch the clip and talk about all the different forms of transport that we know. Take the children on a journey around the local environment. Talk about the sights, sounds and sensations of the journey and the different transport. Children to take photos of their journey. Look on Google Earth to see where they have been.	Identify and describe our environment.	Environment Characteristics Observation Features	Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Fieldwork includes going on walks and visits to collect information about the environment.
2	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from previous learning, non-fiction texts and – when appropriate – maps Ask the children, their family members and friends to send in postcards from their holidays or places they live around the world and in the UK. When the postcards arrive in school, explore them with the children and look at each side. Ask the children what sorts of things people write on postcards and why they might send them. Collect the postcards and use them to create a display. Use the World map and UK map to show the children from where the postcards were sent. Watch the video to compare life in the uK with life in South Africa. 	Identify and compare similarities and differences in this country and other countries.	Similarity Difference Oceans Continents	Begin to notice and talk about the different places around the world, including oceans and seas.	Globes and maps can show us the location of different places around the world.

3	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Invite parents, grandparents or local community members to come into school to talk about their heritage. Encourage the children to listen carefully and ask questions to find out more. Support the children in understanding that the United Kingdom is a multi-ethnic society, and the people who live in the UK have many different cultural backgrounds 	Asking questions, making comparisons	Values Tradition Culture Artefacts Generations	Show an awareness of the similarities and differences between people in different communities and groups from around the world.	Heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations. Some families define their heritage primarily as their ethnic, cultural or national identity.
4	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Display a large roll of paper and offer a range of small world vehicles and felt tip pens. Explain to the children that they will draw a map with paths and roads for the vehicles to use. Invite them to talk about the different vehicles and the journeys they are going on. Encourage the children to use positional language as they talk. Model adding traffic lights and a zebra crossing or create a train track or landing strips for aeroplanes. To extend the play further, add wooden blocks and small world people to build towns on the floor maps.	Making and describing a map as a journey from one place to another.	Map Area Sea Land Journey	Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a picture or drawing of an area of land or sea.
5	Explore the natural world around them, making observations and drawing pictures of animals and plants. Display Google Earth on a computer or tablet to show the children where they went during their memorable experience. Display photographs that were taken on the journey and invite the children to choose a picture to talk about. Ask the children to sort the photographs to map their journey's route and chronology, then provide paper and pens for children to create maps to show this.	Identify and compare features of animals.	Climate Similarity Difference	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Different animal groups have some common body parts, such as birds have wings and fish have fins.

White Rose Science to be taught throughout the term-- this is a continuation from last half term.						
Week 4	Watch it grow 	plant ,grow root ,stem beanstalk, compost ,worm, soil seed ,leaf caterpillar, chrysalis, butterfly, petal, flower, bean, shoot wormery, pot trowel	What can you see happening? What do _____ need to grow? How will we plant the seed/vegetable?	Explore planting. Children could plant seeds in small pots using soil, or place beans in a clear bag or cup, adding a wet paper towel for moisture. Prompt children to observe the seeds and beans over time. Encourage them to take care of the seeds and beans and talk about what they need to grow Children could use non-standard measures to compare the height of their plant as it grows. Also, as the bean grows, children could compare the length of the roots on their plant with the roots of other children's plants	With children, create a vegetable patch outside. Make a wormery with children	**Development Matters – 3 and 4-year-olds** Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. **Development Matters – Reception** Explore the natural world around them. Birth to 5 Matters Range 5 – Developing an understanding of growth, decay and changes over time Range 6 – Looks closely at similarities, differences, patterns and change in nature **Characteristics of a scientist** Enjoy achievements Make observations using simple equipment
Week 5	Animal detectives 	animal ,scales feathers, fur feet, legs ,tail wings, head beak, snake bird, pigeon magpie ,sort mouse, frog toad, cat, dog	How have you sorted your animals? Which animals have _____? How do you know? What is the difference?	Provide children with a variety of animal picture cards or small-world animals. Encourage them to sort the animals in different ways, based on different attributes and features. For example, children could sort the animals into a group that have feathers and a group that does not have feathers. Talk about how the animals have been sorted and why.	Ensure correct vocabulary is used to classify animals into groups according to their different features. This will support children to describe how they have sorted their animals.	**Development Matters** 3 and 4-year-olds – Begin to understand the need to respect and care for the natural environment and all living things. **Reception –** Recognise some environments that are different from the one in which they live. **Birth to 5 Matters** Range 5 – Shows care and concern for living things and the environment

						Range 6 – Makes observations of animals and plants and explains why some things occur, and talks about changes **Characteristics of a scientist** Make links between ideas Observe and suggest an answer to a question
Week 6	Pushes and pulls 	Push, pull surface, rough, smooth, bumpy, ramp roll, slide, high, low down, up move ,start stop, magnet attract, repel stretch	What happened when you …? Do you need to push or pull it? What do you notice about your magnet?	Explore a range of cause-and-effect toys, such as fidget spinners, a slinky, pop-it toys and pull-and-release toys. These could relate to children's interests such as pull-back cars. Model how each of the toys work and what happens when they are pushed or pulled	Once children have discovered how these toys work, set up a 'tinkering' station with a range of the cause-and effect toys. Prompt children to explore these toys further independently. Encourage them to tell a partner what they notice and how their toy works	**Development Matters** 3 and 4-year-olds Explore how things work. Explore and talk about different forces they can feel. **Development Matters Reception** Describe what they see, hear and feel whilst outside. **Birth to 5 Matters** Range 5 – Talks about why things happen and how things work Range 6 – Knows about similarities and differences in relation to places, objects, materials and living things Characteristics of a scientist Develop strategies for doing things • Explore and test their own ideas

Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
1	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Introduction to tennis **Body & Ball – 'Roll & recover'** In pairs with 1 line each. Pupils start facing each other, shoes touching. They take 2 big steps backwards and place their own line on the floor and stand behind it. They place a throw down spot in the middle between their lines. 1 large ball per pair. Pupil 1 rolls the ball to Pupil 2 over the spot. Pupil 3 stops the ball and rolls it back. Repeat. Guide the pupils through using a similar pattern as with the shoes. ▪ Send with both hands, receive with both hands ▪ Send with right red), receive with right (red) ▪ Send with left (blue), receive with left (blue)	Sending and receiving a moving ball with hands and rackets	Roll Left Right	▪ Eyes tracking the ball ▪ Stand side on to roll the ball with opposite shoe to hand rolling with i.e. left shoe and roll with right (red) hand, or right shoe forwards and roll with left (blue) hand ▪ Whole arm swinging towards partner ▪ Knees slightly bent when stepping forward	Smaller balls are harder to roll and catch with accuracy. Keeping your eye on the ball helps you to roll and catch.
2	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Body & Ball 'Drop Catch'** Working individually, pupils have a ball each and stand behind a spot. Pupils hold the ball in two racket hands above the spot, drop the ball onto the spot and catch with two racket hands. Repeat. Pupils hold the ball in 2 racket hands and gently throw upwards and let the ball bounce on the spot and catch in 2 racket hands after each bounce. Instruct the children to keep the ball under control and below head height.	Sending and receiving a moving ball with hands and rackets	Up Touch Bounce Catch sequence	▪ Shoes either side of the spot. ▪ Knees slightly bent, ▪ Racket hands out in front of the body above shoes. ▪ Pupils cup their hands together to catch the ball.	Smaller balls are harder to roll and catch with accuracy. Keeping your eye on the ball helps you to roll and catch. Using two hands makes it easier to catch the ball.

	Extension: Body & Ball Pupils throw ball up, touch a body part, and allow the ball to bounce before catching (Up, Touch, Bounce, Catch sequence). e.g. touch shoulders / knees / toes or clap before catching.				
3.	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Pupils throw the ball on the spot, let it bounce, tap the ball up using the palm of their hand, then catch the ball in two hands after it bounces a second time. Up, bounce, tap up, bounce, catch sequence. Change hands according to the colour of the spot. Drop with Red hand, catch with blue hand and vice versa.	Sending and receiving a moving ball with hands and rackets Create a bounce sequence.	Up Touch Bounce Catch sequence	▪ Throw the ball to head height ▪ Cup hand underneath the ball to catch it ▪ Straight fingers to tap up	Ball can be thrown higher than head height and still land accurately
4	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Explain to pupils that hitting the 'ball' before it bounces is called a volley. In pairs using a balloon with a barrier tape net between them. Both pupils should stand close to the net as this is where a volley is played. Pupil 1 throws the ball up to Pupil 2, who pats the ball back using either racket hand, for Pupil 1 to then catch. Repeat several times then switch over.	Sending and receiving a moving ball with hands and rackets	Volley Pass	▪ Keep hands upright hand with fingers pointing up ▪ Contact the balloon in front of the shoes ▪ Step forward with opposite shoe to racket hand	Positioning your hands correctly helps to improve accuracy when volleying the ball.
5/6	Demonstrate strength, balance and coordination when playing.	Sending and receiving a moving ball with hands and rackets	Up Touch Bounce	▪ Gently tap / push the ball (no higher than head height0.	

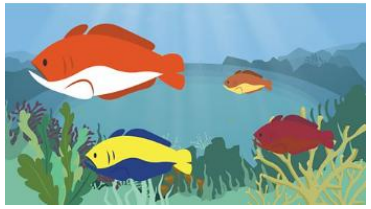
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Racket & Ball 'Up & In' Pupils have a racket 1 ball each. They stand on their spot and try and tap the ball up with their racket strings, let the ball bounce, and then catch it between the racket strings and free hand. Up, bounce, catch sequence. Racket & Ball – SKILL UP In pairs, Pupil 1 taps the ball up and Pupil 2 catches it after it bounces. Pupil 2 then taps the ball up for Pupil 1 to catch after the bounce. Up, bounce, catch, Up, bounce, catch sequence. Pupils count how many times they can consecutively tap the ball to land on the spot and catch it. Pupils remove the catch and try to increase their sequence to pupil 1 tap up, pupil 2 tap up then pupil – Up bounce, up, bounce sequence.	Create a bounce sequence.	Catch sequence	▪ Palm and racket strings facing upwards ▪ Eyes track the ball	

Week	PSED	Learning Intention/Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
1	**Children to discuss exercise and the benefits it has.** Healthy me – Piece 1 – Everybody's Body Children to think about what happens to their bodies when they exercise. Children to discuss why exercise is so important when keeping healthy. Link to website - Piece 1	**I understand that I need to exercise to keep my body healthy.** Understand what exercise is. Understand why it is important to exercise. Explain why I exercise.	Good Decision Exercise Challenge	Listening Speaking clearly Discussing	How do we keep ourselves healthy? What is exercise? How does exercise help our bodies?
2	**Children to know why moving and resting are good for our bodies.** Healthy me – Piece 2 – We like to move it, move it! Children to play the bean game and look at the effect it has on their body. Talk about the positive signs of exercise and discuss why their bodies also need rest afterwards. Link to website - Piece 2	**I understand how moving and resting are good for my body.** Play the game. Explain how it has affected my body. Explain why your body needs to rest as well.	Good Decision Exercise Challenge Reflecting Rest	Listening Speaking clearly Discussing	How does exercise make changes to our bodies? Why do our bodies need to rest? What would happen if we didn't rest?
3	**Children to know how to make healthy food choices.** Healthy me – Piece 3 – Food, glorious food Children to be able to identify healthy and unhealthy foods. Discuss as a class why certain foods are unhealthy and what affects they can have on our bodies. Link to website - Piece 3	**I know what the word 'healthy' means and that some foods are healthier than others.** Decide which foods are healthy and unhealthy. Explain the effect they have on our bodies. Reflect on my own diet.	Improving Reflecting Category	Discussing Identifying Reflecting	Which foods are healthy / unhealthy? Why do our bodies need healthy food? What can unhealthy foods do to our bodies?
4	**Children to know why it is important to get a good night's sleep.** Healthy me – Piece 4 – Sweet dreams Children to share their bedtime routines with the class. Discuss how we can relax our bodies to help us fall asleep.	**I know how to help myself go to sleep and understand why sleep is good for me.** Listen to others and share my routine. Follow instructions.	Encouraging Repairing Preparing	Listening Speaking clearly Discussing	What do you do before bedtime each night? How can you help yourself fall asleep? How do you relax?

	Link to website - Piece 4	Reflect			
5	**Children to know how to keep safe by hand washing properly.** Healthy me – Piece 5 – Keeping clean Model to the children how to incorrectly wash your hands. Encourage them to correct you, and give you the steps you need to do it thoroughly. Link to website - Piece 5	**I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.** Give the correct steps for handwashing. Explain why it's so important. Ask questions.	Invisible Hygiene Respect Germs	Listening Speaking clearly Discussing	Why is handwashing so important? What might happen if we don't wash our hands correctly?
6	**Children to understand what a stranger is and how to keep safe.** Healthy me – Piece 6 – Safe adults Discuss 'safe' adults as a class, making sure the children understand what this means. Help the children to formulate a plan of what they could if they lose their grown up – how can they find a 'safe' adult and what should they say? Link to website - Piece 6	**I know who my safe adults are and how to stay safe if they are not close by me.** Understand who a 'safe' adult may be. Explain what to do if you need help. Ask questions	Stranger Pretending Deceptive Safe adult Safety	Discussing Analysing Reflecting	How can you keep yourself safe? What should you do if you can't find your grown ups?

NB. In addition to this there is also: daily circles, daily 'check-in', support to develop friendships, restorative practice and turn taking games.

	Communication and Language	Learning Intention and Success Criteria	Key Vocabulary	Key skills	Key Knowledge
1	**Listening, attention and understanding.** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Visit the library and look for fiction and non-fiction books about different cultures and countries for the children to explore. Invite them to choose a book and explain why. Compare fiction and non-fiction books and discuss how they are different. Select one of the books to share with the children.	Listen carefully	Magnet eyes, Talk, chat, observe who, what, when, where, how, did	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	A fiction book is a story and is not true. A noon- fiction book tells us facts. They have a contents page and an index.
2	**Deserts** Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Provide materials for the children to create a desert landscape in the sand tray. Offer desert-dwelling small world animals and palm trees made from green construction paper and brown-painted tubes.	Hold a conversation.	Conversation Participation Create Storyline Desert Palm tree Camel	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	Deserts are hot, dry landscapes with very little rain. Not many animals can survive there. Camels can carry water in their hump, which means they can survive without water every day.

	Practical resources • Desert-dwelling small world animals • Palm trees				
3	**Rainforests** Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Create a rainforest small world in a Tuff Tub with damp soil, log slices, leaves and small branches. Provide small world animals for the children to use in their play. **Practical resources** • Tuff Tub • Soil • Log slices • Small branches • Leaves • Rainforest small world animals	Participate in discussions	Rainforest Names of rainforest animals	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	Rainforests have trees with a thick canopy. A lot of rain falls in the rainforests. There are lots of different types of animals which live in the rainforest.
4	**Oceans**  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	I can: Participate in discussions.	Ocean Sea Marine	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	Oceans cover 71% of the Earth. There are 5 oceans in the world. Many mammals and fish live in oceans. Oceans have currents.

	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. provide a selection of small world marine animals, shells and pebbles for the children to explore. Practical resources • Shells • Pebbles • Marine small world animals				
5	Urban environments Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Add toy cars, road signs and small world people to damp sand. Challenge the children to create roads, bridges and tunnels for the vehicles to travel under, over and through. Practical resources • Toy cars • Road signs • Small world people	I can: Develop a storyline	Road sign Tunnel Bridge Vehicle	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	Roads, bridges and tunnels are manmade. Routes are mapped in books. People use sat-navs to help them find a route.

6	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Create a ticket office. Offer coins, tickets, timetables, travel posters and a clock. Provide a train or coach interior by arranging seats in rows for the children to travel in after they have bought their ticket. Practical resources • Clock • Chairs set in rows • Timetables • Travel posters • Tickets • Coins	I can: Develop a storyline	Ticket Coin Travel Train Coach	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	There are lots of different modes of transport. If we want to travel to another country across the sea, we need to take a plane, boat or tunnel under the sea. We need to buy tickets to use these forms of transport.

NB. Technology also planned in across all areas of learning and in continuous provision.

British Sign Language

Throughout this term, children learn to sign common farmyard animals. They then use their learnt signs and learn how to sign ‘Old Macdonald Had a Farm’.

	1	2	3	4	5	6
Spring 2	Chicken	Horse	Pig	Cat	Dog	Old Macdonald

Modern Foreign Languages – French

Throughout this term, children are taught to count to ten in French.

	1	2	3	4	5	6
Spring 2	Numbers **1-3** Bitesize link Numbers 1-10	Numbers **1-5** Bitesize link Numbers 1-10	Numbers **6-8** Bitesize link Numbers 1-10	Numbers **6-10** Bitesize link Numbers 1-10	Numbers **1-10** Bitesize link Numbers 1-10	Match French numbers to numerals games.

Music (Sparkyard scheme)

TERM 2, STEP 3: Exploring Descriptive Sounds

ACTIVITY	Traffic Sounds Ideal for a single session	Train Music Ideal for 1-2 sessions	Rockets, Robots, Monsters Ideal for a single session
WHAT'S ACHIEVABLE	★ To create simple sound effects to accompany a song ★ To follow simple notation	★ To create descriptive sounds ★ To respond to changes in tempo ★ To explore tempo, dynamics and duration when composing ★ To create and follow simple notation	★ To compose and describe simple descriptive sounds ★ To explore tempo and dynamics when composing ★ To control instruments, exploring different ways of playing
SONG CHOICE	I Love My Car The Best I Like To Ride My Bicycle Driving Along	Steam Train One Finger, One Thumb Under My Skin Building Bricks	I've Got A Cardboard Box Robot
WHAT YOU NEED	Collection of toy vehicles; percussion instruments; chalk	Toy train; large sheets of paper and pens; percussion instruments; whistles or recorders	Percussion instruments; rocket, robot and monster picture cards
INTER-RELATED DIMENSIONS OF MUSIC	Timbre Dynamics Rhythm Texture	Tempo Rhythm Dynamics	Tempo Rhythm Dynamics
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 2, 4 Listening: 1, 2 Playing & Exploring: 1, 2, 4 Movement & Imagination: 1, 3, 6, 7 Composing & Notating: 1, 2, 6, 8	Singing & Voice Play: 1, 2, 4, 6 Listen: 1, 4 Playing & Exploring: 1, 2, 4 Movement & Imagination: 1, 6 Composing & Notating: 1, 2, 8	Singing & Voice Play: 1 Listening: 1, 3, 6 Playing & Exploring: 1, 2, 4 Movement & Imagination: 3, 6 Composing & Notating: 1, 2, 7, 8
LISTEN/LOOK	*An American in Paris* by George Gershwin	*The Copenhagen Steam Railway Galop* by Hans Christian Lumbye	*Don't Stop Me Now* by Queen *Theme* from *2001: Space Odyssey* by Richard Strauss Instrumental track of *Robot 'Gnomus'* from *Pictures at an Exhibition* by Mussorgsky
LESSON FEATURES	GET PLAYFUL TAKE IT HOME		GET PLAYFUL TAKE IT HOME
EYFS EARLY LEARNING GOALS			

TERM 2, STEP 4: Let's Perform!

ACTIVITY	Movement Patterns Ideal for 2 sessions	Frog Performance Ideal for 2-3 sessions	Singing Games Ideal for 2 sessions
WHAT'S ACHIEVABLE	★ To recognize the structure of a song ★ To devise a movement sequence ★ To perform a song and dance to an audience	★ To recognize the structure of a song ★ To devise a sound-and-movement sequence ★ To perform a song and dance to an audience	★ To recognize the structure of a song ★ To devise a movement sequence ★ To teach others a singing game ★ To compare singing games
SONG CHOICE	The Easter Egg Trail I'm A Little Chick Hungry Little caterpillar Dance With Your Fingers The Mouse And The Giant The Animal Train Spider Goodnight	I Don't Want To Be A Frog's Egg	Row, Row, Row Your Boat Dance With Your Fingers Red Sails Wind The Bobbin Up Line Up, Line Up
WHAT YOU NEED	Small percussion instruments, such as wrist bells; dance ribbons	Selection of tuned and untuned percussion; green socks; large space	Parachute; lycra or large scrunchie
INTER-RELATED DIMENSIONS OF MUSIC	Pitch Rhythm Structure	Pitch Rhythm Structure	Pitch Rhythm Structure
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 6, 7 Listening: 4, 5 Movement & Imagination: 1, 4, 5, 6	Singing & Voice Play: 3, 4, 6, 7 Listening: 4, 5 Playing & Exploring: 5, 6 Movement & Imagination: 3, 4, 6	Singing & Voice Play: 1, 2, 7 Listening: 5 Movement & Imagination: 1, 2, 3, 4
LISTEN/LOOK	Hopak - Ukranian folk dance	*A Good Old Barbershop Song* by Larry Wright and Al Harkins *Dance Of The Cygnets* from *Swan Lake* by Tchaikovsky	Playground Singing Games BFI National Archive
LESSON FEATURES	GET OUTDOORS	GET PLAYFUL	GET OUTDOORS TAKE IT HOME
EYFS EARLY LEARNING GOALS			

KEY EYFS EARLY LEARNING GOALS: Communication & language; Physical development; Personal, social & emotional development; Literacy; Mathematics; Understanding the world; Expressive arts & design

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RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary).	1 Join in with familiar songs as part of the class or small group.	1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion).	1 Move to the pulse of the music when singing.	1 Choose sounds for a purpose, trying out and adjusting musical ideas.
2 Identify sounds in the environment and match instruments to sounds.	2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others.	2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow).	2 Tap pulse and/or simple rhythms	2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars).
3 Describe and compare sounds created by instruments and voices.	3 Use singing voice in play activities (e.g. in role play, playing in sand).	3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap).	3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance).	3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions).
4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo).	4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice.	4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud').	4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher).	4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet).
5 Listen to music and respond with simple ideas 'the music makes me think of…'.	5 Copy simple phrases showing an awareness of pitch and rhythm.	5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment).	5 Listen and copy simple sound and movement sequences.	5 Follow simple notation (e.g. picture cards).
6 Listen and remember a sequence of sounds (e.g. high, low, high).	6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice).	6 Play simple rhythms and melodies from songs (e.g. tapping syllables).	6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music).	6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards).
	7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).	7 Explore the effect of combining sounds.	7 Respond freely to songs and music, exploring ideas and following own paths of interest.	7 Create music from non-musical starting points (e.g. artwork, movement, nature).
		8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics).		8 Reflect on music-making (e.g. what worked well/what could we change?).
		9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).		