

| Class | Spring 2 Community – Empathy |
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| | Our vision states that we aspire to show love for one another . This is an application of empathy, which enables us to live and work in harmony in our community of life-long learners . |
| R | Yuck or Yummy <i>Empathy in understanding each other's preferences</i> |
| Y1 | Terrific Toys <i>What were our Grandparents' toys like?</i> |
| Y2 | Chocolate <i>How trade impacts communities</i> |
| Y3 | Stone, Bronze and Iron Ages <i>Communities here long ago</i> |
| Y4 | The Boy at the Back of the Class <i>How can we build a community where all are welcome?</i> |
| Y5 | Egyptology <i>Empathy of contrasting beliefs and approaches</i> |
| Y6 | The Vikings – fearsome raiders or farmers and traders; are we fair to the Vikings? <i>Understanding communities that settled here long ago.</i> |

Physical Development:

Gymnastics: Jumping Jacks and Rock and Roll / Fundamentals Ball Skills: sending, receiving and striking
Healthy Eating and Keeping Fit
Fine Motor Skills (craft activities linked to topic)
Running and chasing games

Communication and Language:

Listening to and engaging with stories and rhymes – *'The Gingerbread Man'/'The Runaway Chapatti'/'Handa's Surprise'/'Oliver's Vegetables'/'Oliver's Fruit Salad' / The Giant Jam Sandwich / The Easter Story*
'Writing' and acting out stories (developing expressive vocabulary). Sequencing stories, showing understanding of characters.
Show and tell – developing confidence talking to an audience
World Book Day

We will also be learning:

- **RE:** Understanding Christianity: **Salvation Unit** . Why do Christians put a cross in an Easter garden?
- **Forest School:** expanding social, physical, intellectual, communication, emotional and spiritual development whilst exploring own ideas in the natural world
- **Computing:** Topmarks games / choosing ICT for a purpose e.g. cameras / lightbox / art.
- **Picture News:** discussing weekly topical news

Personal, Social and Emotional Development:

Healthy and Safer Lifestyles: Healthy Lifestyles

- Staying Healthy / Healthy Eating / Exercise, Physical Activity and Rest / Choosing a Healthy Lifestyle
- Zones of Regulation – developing emotional literacy and self-regulation skills

Yuck or Yummy?!

Expressive Arts and Design:

Creating decorations, 3D models, textured collages; silly sandwiches and pineapples / people chains
Sculpting using clay and plasticine: fruit / coil pots. Modelling using junk modelling and construction toys
Drawing and painting from observation
Topic songs, rhymes, dance and role play / responding to 'African' music

Neurons:

Prior Learning – YN: Exploring my world...at home and beyond. Discovering what I / others like
Future Learning – Y1: Exploring how peoples' lives differ now and in the past

Understanding the World:

Exploring Life in Kenya (contrasting community) – comparing to Polar Regions / home. Looking at similarities, differences, patterns and change around the world. What does Fairtrade mean?
Using senses to explore food / observing changes to materials (through cooking)
Continued exploration of spring traditions, festivals and celebrations in our families / around the world
Shelford Science Week

Literacy:

Phonics – 'Little Wandle Letters and Sounds Revised' – Revision of Phase 3 GPCs – Blending and segmenting

- single syllable words including vowel digraphs
- longer 'multi-syllabic' words
- words with two or more digraphs / double letters
- words ending in 'ing'
- words with 's' in the middle / ending in 's' and 'es' at the end

 Phase 2 and 3 tricky word focus
Handwriting

- Developing confidence forming pre-cursive letters in letter families

 Writing captions / poems / lists and labels - applying phonics knowledge to writing. Using 'sentence tips' to write and read back simple sentences.

Maths:

Building 9 and 10
Representing, comparing, creating, 'subitising' and writing numbers. Making pairs and combining 2 groups. Identifying patterns. Exploring number bonds to 10.
Consolidate rote and rational counting to 10 and beyond, ordering numbers and identifying missing numbers, solving simple equations / verbal word problems
Continue number rhymes & songs to 10
SSM: Exploring 3D shapes and pattern / Developing an understanding of length, height and time

Great and Little Shelford

