

Literacy/English

Word reading Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment. Identify and use tricky and high frequency words.

Phonics: Little Wandle programme. Review Phase 3: ai ee igh oa oo ar or ur ow oi ear, words with two or more diagraphs, longer words words ending in –ing, compound words, words with double letters, longer words.

Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their range of books.

Writing Spell words by identifying sounds and then writing the sound with correctly formed letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

Mathematics opportunities 'White Rose Maths'

Length, height & time: Children explore objects & begin to use the language of length to describe them. They can see 'long' and 'not long', and 'short' and 'not short'. They use more specific vocabulary such as 'longer than' or 'shorter than' something else. They begin to understand that height is a type of length. They should be introduced to the language of both 'short' objects and 'tall' objects through experiences. They begin to understand simple time differences, such as night and day. Discuss what is happening tomorrow, next week or at the weekend to support children to talk about the more immediate future. To give children a concept of time passing, make regular references to time in daily routines, sing songs such as Days of the Week and recall the days that have passed.

Number bonds to 10: This unit explores the vital building block for understanding number, the bonds to 10. These are represented in a ten frame and in part-whole models and using counters. The learning in this unit forms the basis for understanding addition (including the commutative law), which can then be applied to larger numbers. Key language related to both addition and subtraction is used throughout. Children will work with part-whole models to 'break apart' 10 and identify the different bonds created. Children will be introduced to the 'finding a missing part' structure of subtraction from 10. This unit gives children the opportunity to see the inverse relationship between addition and subtraction.

Doubles to 10: Children embed their learning of finding doubles to 10 and then make their own sets and arrangements of doubles. Allow children to explore and demonstrate this using large ten frames and encourage them to show their thinking using the pair-wise pattern. Children may also recall that all doubles are even numbers, in relation to their exploration of even and odd numbers.

Physical Development/P.E.

Fine Develop the foundations of a handwriting style which is fast, accurate and efficient. Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control.

Gross Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Know and talk about different factors that support their overall health and wellbeing.



Four Swannes Primary School

Medium term plan of learning experiences Spring 2

Spring 2 '25

'On the Farm'

Animals

24.02 Week 1

Town mouse and Country mouse

03.03 Week 2

Three little pigs

11.03 Week 3

What the Ladybird Heard

10.03 Week 4

Rosie's walk

17.03 Week 5

Farmer Duck

24.03 Week 6

Spring/Easter

Festivals/Special

Occasions:

Easter (Christianity)

Mother's day

Holi "Festival of Colours"

(Hinduism)

Trips/Experiences:

Trip to farm

Farm Easter Egg hunt Spring
walk to look for signs of

Communication and Language

Listening, Attention and Understanding Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in story times. Ask and answer questions about books shared in class
Speaking Describe events in some detail using full sentences and starting to use new vocabulary.

Personal, Social and Emotional/PSHE

Self-Regulation: Show resilience and perseverance in the face of challenge. Identify that others have a different opinion. Begin to talk to others to solve conflicts. Begin to suggest solutions to conflicts.

Managing Self: Begin to identify resources and activities to help them to achieve their goal. Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.

Building Relationships: Build constructive and respectful relationships. Continue to develop their recognition of their feelings and consider the feelings of others. Continue to build on their conflict resolution skills with some adult support. Developing confidence in building constructive and respectful relationships.

Understanding the World/Science/History/Geography/R.E./Technology

Past and Present Compare and contrast characters from stories including figures from the past. How farming has changed over the past 50 years? Is it easier to be a farmer now? Why? How farming machinery has changed over the past 50 years? What would a farm in the future look like? Easter celebrations over time. How have the celebrations changed for people who celebrate this seasonal event?

People, Culture and Communities. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Farming in different countries around the world. Looking for clues in pictures to help match the farmers to parts of the world. Mother's Day. Exploring different ways that people celebrate mother's day. Do all communities celebrate in the same way?

The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary. Study the Life cycle of chickens/butterflies. Children to observe and describe the changes. What do they need to survive?

Expressive arts and design/Art/Design/Music

Creating with Materials Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play. Design and build a farm. Collaborative work in small groups. Children to choose resources to make their farm and consider how to assemble it. Design Easter bonnets or baskets for our Easter Parade. What materials will they choose and how will they attach these to the hat/basket?

Being Imaginative and Expressive Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Dance along to a selection of farm songs. Explore the different types of moves that the children create for various animals. Children to perform in small groups and class to guess which animal they are representing with their moves. Design Easter/Mother's Day cards.