



# Termly Planning Overview

Spring 2 Hedgehog Class

Topic – Roots to Shoots

| Writing   | Reading   | Maths  |
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| <p><b>Year 1/R</b> will be exploring stories and their structures this half term. <b>Year 1</b> will be building their narrative skills. We will be focusing on handwriting skills and ensuring our lower case letters are beginning to become a similar size to each other whilst only using capital letters in the correct places. The children will be using letter names to distinguish between alternative spellings of the same sound which links into the spelling we have been doing for the whole of the spring term.</p> <p><b>Reception</b> will continue to develop their writing skills focusing on sentence structure. They will be learning about story structures and how we write a beginning, middle and end when creating stories. They will now be writing sentences, which can be read by themselves and others. The children will learn to use finger spaces to help with reading their writing. To help support their sentence writing children will be encouraged to say what they are going to write out loud first.</p> | <p>Our reading this half term will include <i>The Tiny Seed</i> by Eric Carle. This will support the children's learning of plant lifestyles. We will also be reading lots of other books based on plants.</p> <p><b>Year 1</b> will continue to use the Read, Write, Inc scheme which includes a daily guided read for the children. This half term's focus will be for children to show their understanding of both the books they can already read accurately and fluently and those they listen. To do this they will need to draw on what they already know or on background information and vocabulary provided by an adult. They will also need to be able to discuss the significance of the title and events in books they have read.</p> <p><b>Reception</b> will continue to work within the Read, Write Inc scheme supporting their phonics. This includes a daily phonics lesson and guided reading group. They will learn to demonstrate an understanding when talking to others about what they have read. They will gain confidence with reading sentences.</p> | <p><b>Year 1</b> will be learning to count in multiples of twos, fives and tens. They will be taught to compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] as well as mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>We will be also measuring and begin to record the following: lengths and heights, mass/weight capacity and volume.</p> <p><b>Reception</b> will be taught to find one more or one less than a given number up to 10. Count up to 10 objects and begin to count beyond 10 Count out 6 objects from a larger group. We will also begin to use mathematical names for solid 3D shapes and begin to describe them. We will be making repeating patterns using common shapes and objects.</p> |



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| <p style="text-align: center;"><b>Science</b></p> <p><b>Year 1</b> will be performing a simple test as well as identifying and classifying whilst observing plants. They will be identifying and naming a variety of common and wild plants. They will also learn to describe the basic structure of a variety of flowering plants.</p> <p><b>Reception</b> Look closely at similarities, difference, patterns and change through exploring plants.</p> | <p style="text-align: center;"><b>Religious Education</b></p> <p><b>Year 1</b> Which times are special and why? Explore examples of special occasions. Recall simple stories connected with Easter and a festival from another faith. Say why Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p> <p><b>Reception</b> People and Communities - Talk about past and present events in their own lives and in the lives of family members.</p> | <p style="text-align: center;"><b>Spelling, punctuation and grammar</b></p> <p><b>Year 1</b> will be continuing to focus on joining words and clauses using 'and'. We will focus more on sentence structure to avoid the overuse of the word and. Begin to punctuate sentences using a question mark.</p> <p><b>Reception</b> will be learning to use finger spaces to support their sentence writing. This will make their writing easier to read back for themselves and any adult.</p> |
| <p style="text-align: center;"><b>Computing</b></p> <p><b>Year 1</b> will learn to give instructions to a friend and follow their instructions to move around. To describe what happens when they press buttons on a robot. To press the buttons in the correct order to control a robot.</p> <p><b>Reception</b> will continue to be provided with opportunities to use ICT hardware to interact with age-appropriate computer software.</p>           | <p style="text-align: center;"><b>Art and Design</b></p> <p><b>Year 1</b> will learn the art of sketching before then using water colours. We will base our learning around sunflowers.</p> <p><b>Reception</b> To understand that different media can be combined to create new effects. To manipulate materials to achieve a planned effect.</p>  | <p style="text-align: center;"><b>PE</b></p> <p><b>Year 1</b> will continue to master basic movements which will include developing balance, agility and coordination. The children will be learning a range of gym movements.</p> <p><b>Reception</b> Will be learning to improve their moving and handling skills as well as social and health and self-care skills.</p>  |
| <p style="text-align: center;"><b>Geography</b></p> <p><b>Year 1</b> will learn to use basic geographical vocabulary when identifying seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p><b>Reception</b> will continue to look closely at similarities, differences, patterns and change.</p>   | <p style="text-align: center;"><b>PSHE and Values</b></p> <p><b>Year 1</b> will continue to learn about ways to lead a healthy lifestyle for mind and body.</p> <p><b>Reception</b> will build confidence to speak to others about own needs, wants, interests and opinions. Become confident in speaking to others about their own interests.</p>  | <p style="text-align: center;"><b>Music</b></p> <p>Supported by the Music resource- Charanga</p> <p><b>Year 1</b> will learn to play tuned and untuned instruments musically.</p> <p><b>Reception</b> will be exploring the sounds of different musical instruments.</p>  |



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| Possible learning experiences and weekly overview  |  |
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| <b>Week 1</b><br>24.02<br>Shrove<br>Tuesday  | <b>PSHE</b> – Supporting children to settle back into class after half term<br><b>PHSE/Literacy</b> – Cold task – story writing The Tiny Seed<br><b>Phonics &amp; Guided Reading</b> - RWI<br><b>Handwriting/SPAG</b> –I Question Marks <a href="#">Name writing/letter sequence</a><br><b>Maths</b> – 3D shape to complete from last half term<br><b>Topic</b> –Greenland people and how they live<br><b>Art</b> – create art work for displays<br><b>PE</b> – Direct Sports Coaching<br><b>Forest School</b> – Miss Ellis  |
| <b>Week 2</b><br>02.03<br>Pancake day<br><i>Parents Evening</i><br><i>Wed/Thurs</i><br><i>World book day/RWI</i><br><i>Thursday Meeting Mrs Day Friday</i> | <b>PSHE</b> – Friday morning Assembly time - Circle listening time<br><b>Literacy</b> – story structure beginning, middles and ends using The Tiny Seed.<br><b>Handwriting</b> –Letter practice in whole class group – letter families<br><b>Maths</b> - Counting in 2's, 5's and 10's <a href="#">Number to 10 1 more 1 less</a><br><b>Phonics /Reading/SPAG</b> – RWI daily for an hour<br><b>Topic</b> – <b>World Book Day</b><br><b>Science</b> – Planting seeds and predicting outcomes (across most weeks)<br><b>Computing</b> – Displaying data using ICT picture grams<br><b>PE</b> – Direct Sports Coaching<br><b>Forest School</b> – Miss Ellis  |
| <b>Week 3</b><br>09.03   | <b>Literacy</b> – learning a story using 'Talk for Writing' style planning (Sunflower book) Sam plants a sunflower<br><b>Handwriting</b> –Whole class session -letter families<br><b>Maths</b> – practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short. Sunflower book <a href="#">Reception number to 10</a><br><b>Phonics /Reading/SPAG</b> – RWI<br><b>Topic- Geography</b> identifying seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.<br><b>Art/sketch</b> a plant<br><b>Science</b> - identify and label basic plants<br><b>Music</b> – Charanga resource<br><b>PE</b> – Direct Sports Coaching<br><b>Forest School</b> – Miss Ellis |
| <b>Week 4</b><br>16.03<br>Tuesday SEN meeting all afternoon<br>Wed Impact Ed meeting afternoon Bengeworth  | <b>Literacy</b> – Learning to plan using story mountains. Katie and The Sunflowers<br><b>Handwriting</b> – family letters whole class teaching<br><b>Maths</b> – Length and measure<br><b>Phonics /Reading</b> – RWI/spag<br><b>Topic</b> – Art Sunflowers<br><b>Computing</b> – ipad- bebot app   |



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| <p>Thursday<br/>Moderation Worc<br/>9-1pm<br/>Mothers day 22nd</p>  | <p><b>RE-</b> Recall simple stories connected with Easter and a festival from another faith.<br/> <b>Geography</b> – weather forecasts<br/> <b>Music</b> – Charanga<br/> <b>PE</b> – Direct Sports Coaching<br/> <b>Forest School</b> – Miss Ellis</p>  |
| <p><b>Week 5</b><br/>23.03</p>  | <p><b>Literacy</b> – adjectives of settings and characters.<br/> <b>Handwriting whole class</b><br/> <b>Maths-</b> mass/weight [for example, heavy/light, heavier than, lighter than]<br/> <b>Phonics /Reading</b> – RWI<br/> <b>Topic</b> – Greenland environmental issues<br/> <b>Computing</b> – Beebots<br/> <b>RE</b> - Say why Easter and a festival from another faith is a special time for Christians/ members of the other faith.<br/> <b>Music</b> – Charanga<br/> <b>PE</b> – Direct Sports Coaching<br/> <b>Forest School</b> – Miss Ellis</p> |
| <p><b>Week 6</b><br/>30.04<br/>Wed 1<sup>st</sup> out<br/>all day<br/>Trainer day<br/>Easter<br/>service<br/>Thursday Egg<br/>hunt Friday</p> | <p><b>Literacy</b> – Hot Task<br/> <b>Handwriting/SPAG</b>–Question marks, letter sizes <b>Form recognisable letters</b><br/> <b>Maths</b> – Cover any misconception and begin counting to 100<br/> <b>Phonics /Reading</b> – RWI<br/> <b>Topic</b> – Greenland environmental issues<br/> <b>ART</b> – RE Easter story<br/> <b>Music</b> – Charanga<br/> <b>PE</b> – Direct Sports Coaching<br/> <b>Forest School</b> – Miss Ellis</p>  |
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