

Manor Park First School

Term- Spring 2 - Once upon a time...

	<u>Week 1 - w/c</u> <u>19th February (4</u> <u>day week)</u>	<u>Week 2 - w/c</u> <u>26th Feb</u>	<u>Week 3 - w/c 4th</u> <u>March</u>	<u>Week 4 - 11th</u> <u>March</u>	<u>Week 5 - w/c</u> <u>18th March</u>	<u>Week 6 - 25th</u> <u>March</u> <u>(4 days)</u>
<u>Dates /</u> <u>Experiences/</u> <u>Visitors</u>	<ul style="list-style-type: none"> ➤ Spring ➤ Easter ➤ St George's Day? ➤ Holi? ➤ Ramadan? 		World book day		signs of spring?	Mon 25th March - Chrissy Hancock farming visit - egg & chicken 10 - 12 & 1 - 3pm Easter 31st March
<u>Jigsaw (PSED)</u> Healthy me	Everybody's body	We like to move it, move it	Food Glorious Food	Sweet Dreams	Keeping Clean	Safe Adults
<p><u>Physical development - fine motor</u></p> <ul style="list-style-type: none"> ● Sits at a table to write. ● Holds a pencil in a tripod grip. ● Uses scissors to cut around more complex shapes, e.g. split pin characters. 						

PD - FMS

Tweak daily / as appropriate by adding an extra challenge/ enhancement to enrich learning....



Mr Wolf's pancakes fine motor control pencil sheets



Build a house for the 3 little pigs

Playdough on back table - selection of tools / cutters / pipe cleaners / card



Playdough
Making pancakes



Use scissors to cut around small objects

Cutting- cutting out the toppings for the pancakes.



How to draw a wolf



Developing a strong tripod grip

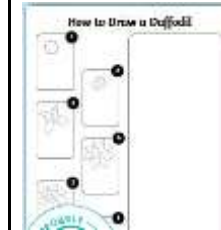
Wolf's head on a box with a cut out mouth- using tweezers children to feed the wolf.

scissor skills cutting pictures of the characters out.

Playdough

Supporting fine motor skills- developing tripod grip.

How to draw.. flowers



Easter egg threading.

PD GMS

- Can throw, kick, pass and catch a large ball.
- Able to balance on and off equipment.
- Can jump safely from a piece of equipment.

PE Dance	At the seaside To copy, repeat and explore actions in response to a theme.	Theme: under the sea To explore and remember actions considering level, shape and direction.	Theme: at the fireworks display To explore movement using a prop with control and co-ordination.	Theme: at the fireworks display To move with control and co-ordination, expressing ideas through movement.	Theme: at the farm To remember and repeat actions moving in time with the music.	Theme: at teh farm To explore actions in response to a theme and begin to use counts.
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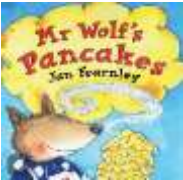
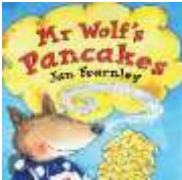


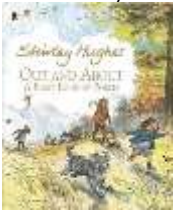
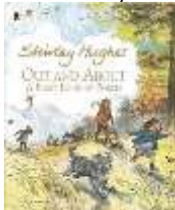
Communication & Language**Listening, attention and Understanding**

- Can switch attention from one task to another.
- Follows complex instructions.
- Responds to discussion with comments and questions.
- Is able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage.

Speaking

*Enjoys being part of conversations and discussions and uses new vocabulary in context.

*Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.

<p>Small world CL/EAD</p>		<p>Turn taking, New vocab in context, imaginative play.</p> <p>recreating the story- puppets from Mr Wolf's pancakes</p>		<p>Uses talk in different ways,</p> <p>Story puppets to help with retelling the story of 'There is no big bad wolf in this story.'</p>	<p>Spring focus- C&L and imagination.</p>	<p>Turn taking, uses new vocabulary in context.</p> <p>farm small world</p>
<p>Literacy Text</p>	<p>Mr Wolf's Pancakes</p> 	<p>Mr Wolf's Pancakes</p> 	<p>There is no big bad wolf in this story</p> 	<p>There is no big bad wolf in this story</p> 	<p>Out and About Poetry</p> 	<p>Out and About Poetry</p> 

Writing - Spring Term 2 Checkpoint April

- Writes some upper case letters correctly.
- Writes most lower case letters correctly using a tripod grip.
- Says the sound for each Phase 2 and 3 grapheme.
- Writes cvc words and labels using Phase 2 and 3 phonemes.
- Spells some tricky words.
- Write captions.
- Is starting to write short sentences.
- Uses finger spacing between words.
- Reads sentences back to an adult.

Writing - Autumn Term 2 Checkpoint Nov

- Can segment and spell Phase 2 cvc words.
- Can match Phase 2 graphemes and phonemes.
- Writes cvc words and labels.
- Is starting to write simple captions.
- Says a simple sentence for writing (oral and count words).
- Writes some lower case letters correctly.
- Uses some upper case letters, e.g. for own name, Mum and Dad.

Small steps:

I can learn the new vocabulary

I can use the new vocabulary

I can follow instructions.

I can talk about my thoughts and feelings

I can ask questions.

I can join in with familiar stories

I can use story words

I can tell you about a story I know

I can say and write the initial, dominant & final sounds in a word.

I can use my sounds to write simple word/s & labels.

I can write a caption.






I can say a sentence.

I am starting to write short sentences.

I can form letters correctly.

I can write earth words - the, to, no, go, he, she, w

e, me be

<p>Writing outcome</p> <p>letter formation practise.....</p>	<p>CP - Writing table write a list of all the things needed to make pancakes</p>  <p>as week progresses - sequence pictures & label.</p>  <p>Throughout the week learning the story map of the story so children can retell the story.</p>  <p>Writing outcome teacher led:</p> <ol style="list-style-type: none"> 1. letter formation 2. Write instructions for making pancakes. 	<p>CP - have sheet with the different characters- can they label / phrases about the characters?</p> <p>CP-role play area: writing invitations to come over and have pancakes.</p>  <p>Have pictures of the story/ parts of the story map children to write sentences linked to the story- key focus on story language, sentence writing, finger spaces.</p>  <p>CP: mud kitchen</p>	<p>CP-</p> <p>Teacher input:</p> <ol style="list-style-type: none"> 1. Letter formation. 2. Write a fact file about a wolf - what do they look like? What do they like to eat? Where do they live? Discover some fun facts... 3. Learning the story for next week- ready to write. 	<p>CP -</p> <p>Writing outcome- Teacher led-</p> <ol style="list-style-type: none"> 1. letter formation. 2. writing a part of the story. <p>No Big Bad Wolf: Speech bubbles</p>	<p>Poetry- Out and about poems- spring.</p> <p>CP -</p> <p>Teacher input and outcome:</p> <p>Out and About: Word collecting? Poem?- rewrite parts of the poem to go on display with art work linked to it.</p>	<p>CP - What do you see spring pictures to write about.</p>
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		writing opportunity: Instruction how to make pancakes, Pancake Cafe... write signs for the cafe take orders at the cafe.				
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Maths

Number

- Developing sense of numbers beyond 5 and can subitise to 6.
- Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.
- Links subtraction facts to composition of numbers to 5.
- Recalls some double facts to 10.
- Comparing mass
- comparing capacity

Numerical Patterns

- Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10.
- Recognises patterns within number.

	<p>length and height (2nd week)</p> <ul style="list-style-type: none"> • Compare length, weight and capacity • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 	<p>Building 9 and 10</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Compare numbers. • Subitise • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. 	<p>Exploring 3d shapes</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Notice and correct an error in a repeating pattern. • Reception – Continue, copy and create repeating patterns.
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Maths in CP

different characters from the story- can they measure the height of characters?

Wolf footprints- using cubes to measure the length of each footprint and then put them in order.

measuring task- have different object on chart- can they measure the

Discover the chn's favourite toppings - create a tally chart to record their findings. What does this show us? What is the most popular topping?



Pancake stacking ... sort the mixed up pancakes into a 'stack' 1- 10 1 - 15?

Put the correct number of toppings on the pancake- linking to learning of numbers 9 and 10.

Count it, build it, write it and 1 more. Section off tray into these sections. Children to do.

Number bonds- park the cars in the correct space to make the number bond.

Hanger and pegs with number in the middle (need two different coloured peg sets)

Tangrams- children to rotate shapes to fit within another shape/ picture.

Repeating patterns- using flowers and outside objects.

Printing repeating patterns.

Understanding the world

Past and Present

- Talks about significant historical events and how things were different in the past.

People, Culture and Communities

- Has a wider understanding of the wider world and draws comparisons between own local environment and other places.
- Looks at, and makes maps, of local environment.
<https://www.ordnancesurvey.co.uk/documents/resources/maps-and-mapping-in-the-early-years-greyscale.pdf>
- Describes a journey within the local environment.
- Talks about some features of a Christian Church and knows that the school is connected to the church in Fordington.

Natural World

- Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.
- Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.

RE (UW)	Why do some Christians put a cross in their garden for Easter?					
	EYFS Why do some Christians put a cross on their Easter gardens L1.pptx	EYFS Why do some Christians put a cross on their Easter gardens L2.pptx	EYFS Why do some Christians put a cross on their Easter gardens L3.pptx	EYFS Why do some Christians put a cross on their Easter gardens L4.pptx	EYFS Why do some Christians put a cross on their Easter gardens L5.pptx	EYFS Why do some Christians put a cross on their Easter gardens L6.pptx

<p>Understanding the World</p> <p>SCIENCE EXPERIMENTS - doc from rebecca - use!!!!</p>	<p>What is Shrove Tuesday? who celebrates it? Why is it important?</p> <p>https://studio.discoveyeducation.co.uk/view?id=f810989a-7d87-49ac-b245-28e6b53113ed&source=https%3A%2F%2Fapp.discovereducation.co.uk%2Flearn%2Fsearch%3Fq%3Dshrove%2Btuesday&page_id=2219e6a5-7530-44d4-a793-2cbc6395bec7</p> <p>Make pancakes & taste - what topping will you choose?</p>	<p>Look at the globe, atlas - recall what they are & what they show us....</p> <p>Look at world map on screen - read & share facts that interest your class.</p> <p>Watch map clip.. https://m.youtube.com/watch?v=NnOumv6sRrA</p> <p>Make map of classroom / outdoor area with the chn (draw on big screen or on paper stuck to the screen)</p> <p>Can the chn draw a map of their classroom / the outdoor area?</p> <p>CP - make a map for the wolf to get to the shop for ingredients.</p>	<p>Revisit map learning - go on a walk around the school. Take photos / collect items as you go.</p> <p>Return to class</p> <p>Look at google maps of Dorch & our school.... https://www.google.com/maps/d/viewer?mid=1ccONQikUW36wIKeUjH6R3VLox3Y&hl=en&ll=50.706504079045295%2C-2.4322629141309315&z=16</p> <p>What features are there in the surrounding area - houses, roads, park, takeaway, tesco etc... model drawing a map</p> <p>Can we make a map of the surrounding area</p> <p>planting</p>	<p>farming</p>	<p>looking at plants</p> <p>how they grow and parts.</p> <p>Spring walk - signs of spring... Link to describes a journey in the local environment- o we go on a walk outside of school?</p>	<p>Easter key focus.</p>
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Expressive Arts and Design

Creating with Materials

- Uses different techniques and materials to achieve the desired effect and can talk about what has been created.
- Mixes colours to produce different shades and combines materials to create different textures.
- Is beginning to plan a design before starting.
- Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.

Being Imaginative and Expressive

- Plays a range of percussion instruments and glockenspiel.
Uses instruments to compose own music.
- Along with others, collects resources to develop own role play storylines.

Music

Pulse, rhythm and pitch focus
[music daily plan, week by week](#)

Expressive Arts and Design

- *Is beginning to plan a design before starting.*

Designing and making a pancake- design the toppings they would like- draw and label and then make and test.

Observational drawing of inside of lemons and strawberries- moving into printing.

- *Mixes colours to produce different shades*

Have pictures of different wolves- can children recreate these using paint- look at making different shades of brown/ grey to create their wolves? Input on making different shades of colours.

Combining different textures



Dt focus- designing a house for the story, thinking about how to plan it, make it and evaluate it. Can it stand up against the wolf (hair dryer) Link to science about properties of materials.

- *Uses different techniques and materials to achieve the desired effect and can talk about what has been created.*

Blossom textured picture CP-



Input on the work of Kandinsky- this will need to be afternoon inputs as key artist.- will feed into the shape work in the next week.

Adult led:



observational drawing/ painting of daffodils



painting- using forks of tulips

- *Uses different techniques and materials to achieve the desired effect and can talk about what has been created.*



Stained glass easter images- just like in church.

- *Mixes colours to produce different shades*
Flowers using water colours- to make an art gallery.



Easter cards



Home corner



Writing opportunity:
Writing shopping lists
Writing recipes

Have baskets-
can they pack
Grandma's
basket from Red
Riding Hood?

Writing
opportunity- to
write a list of what
to pack into the
basket.

making easter
foods- have
recipes in the role
play area.

writing
opportunities
writing a recipe,
writing a
shopping list for
the items they will
need.

Easter egg hunt

writing
opportunities-
clues to where
they can find the
eggs.

<p>Construction</p> <p><i>Is beginning to design and plan before the make.</i></p> <p>Thinking about joining materials together in different ways.</p>	<p><i>Is beginning to design and plan before the make.</i></p> <p>Making the different houses for the different characters using lego.</p> <p>Then progressing to junk modelling getting children to design their houses first- try to encourage talk about how they can improve their design.</p>	<p>Using the small blocks and lego- could progress to junk modelling to build a large scale map of where the characters live in the story</p>	<p>Copy the build cards.</p> <p>Children to use stickle bricks and small blocks throughout the week to see if they can create the same items.</p>	<p>Junk modelling- making trees. Have pictures of trees can they use the junk to create a tree- special focus on joining techniques.</p>	<p>start the week by children using straws and stickle bricks to make flowers.</p> <p>Provide a range of junk-modelling materials to build minibeast houses and bird boxes.</p>	<p>Add in empty egg boxes to make model animals and minibeasts- use pictures from this is not an egg box books of ideas on what to make.</p>
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Outside - sort out our new zoned areas & add - what do we need the chn to do - where do they need to get to?

<p>Themed Role Play</p>	<p>Pancake shop- children making pancakes, taking orders.</p> <p>Communication and language- asking questions to find out which toppings they would like.</p> <p>Writing opportunity- taking down order.</p>	<p>supermarket</p> <p>Writing opportunities- writing lists of what they need.</p> <p>\writing labels for the items.</p> <p>Bring in use of money- counting the correct amount of coins and matching to the numeral.</p>	<p><i>C&L, writing focus</i></p> <p>witches' potion lab.</p> <p>Writing opportunities- writing the recipes for their potions.</p>	<p>Garden centre - will need resourcing with bulbs, seeds and flowers and pots- can also make tissue paper flowers for the shop.</p> <p>Introduce money and how we can buy for the items with it.</p> <p>Push for looking at buying two items- combining and how they can find the total. Have tens frames to support.</p>	<p>Easter egg shop.</p>
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**Physical - big,
practical
activities to get
children moving,
lifting & shifting...**

Fine motor skills –
cut some sponges
into circles. Then
provide spatulas
and encourage the
children to flip the
'pancakes' over!

bikes and scooters-
map out a course
for children to
follow- linking to
map work.

Egg hunt - find &
order the eggs

Giant chalk board

Writing earth words.

Drawing pancakes and their toppings.

Physical and writing focus.

have a large map- can the children draw and label the different characters/ houses on the map?

Earth words

decorating the eggs- have different eggs on the board- can children draw patterns and decorate?

writing spring words- using phonics they already know- have sound mats to support.

Paint - large scale

Colour hunt- children to go on a colour hunt- find different colours- can they then create these colours using paint?

Children to stick the colours they have found onto a piece of paper.

large Easter egg- can children paint it and decorate it.

Mud Cafe

*Turn taking, c&l
with each other.*

enhancement-
frying pans,
making
pancakes- start
with paper, real
lemons- could
use playdough if
weather is ok.

add flowers into
the mud kitchen
to use in recipes.

<p>Water play</p>	<p><i>C&L focus</i> <i>Physical</i> lemon- fragranced soapy water in a tray, and explore whisking, filling, pouring, mixing and making bubbles.</p>	<p>fill up the different bottles with the different drinks for mr wolf.</p> <p>Have bottles with different levels on- can children fill them with the different drinks?- bringing in luggage of half full, empty, full. Can also compare- there is more blackcurrant than —</p>	<p><i>Maths- how many spoonfuls, writing- label their drink.</i></p> <p>Children to create different drinks for the characters in the story- have mixture of items.</p>		<p>Flowers in the water, guttering, tea pots- making flower tea.</p> <p>Flower potions</p>	<p>plastic frogs, frogspawn, artificial plants and pebbles to your water tray and encourage children to explore the new 'pond'.</p>
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Sand play

Making pancakes with the sand. adding small parts to add the toppings.

Digging- can they craete different sized holes- different depths by digging?

have plastic craft eggs for children to fill and empty or use to mould sand.

<p>Stage</p> <p>Imagination, retelling stories, creating own narratives, working together, turn taking.</p>	<p>getting to learn about what they can do on the stage.</p>	<p>Perform songs,</p> <p>can they perform the story of Mr Wolf's pancakes?- have story map outside to support with retelling.</p>	<p>Create a Little Red Riding Hood performance. Provide some red capes or fabric and encourage children to perform rhymes and songs they have learned</p>	<p>Create a wolf storytelling chair with the children. Accessorise it with grey fur fabric and add images. Children could sit in the chair and tell stories about wolves.</p>		<p>Poetry performance perform the poems they have learnt-</p>
<p>Den building</p>	<p>Mr wolf needs somewhere to hide his pancake making- can you create a den that Mr Wolf can hide in.</p>		<p><i>Working collaboratively</i></p> <p>Create a den for the wolf.</p>			