

Black Horse Hill Infant School

F2 SPRING MEDIUM TERM PLAN

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| **Literacy** | | **Mathematics** | **Physical Development** |
| Reading | Writing | Number | Gross Motor Skills |
| As readers we will:   * Read individual letters by saying the sounds for them. * Blend sounds into words, reading short words made up of known letter-sound correspondences. * Read the common exception words linked to Phase 3 below – * Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. * Re-read books to build up their * confidence in word reading, their fluency and their understanding and enjoyment. * Read A SupeRhero Story- *Juniper Jupiter* and *Star in a Jar.*   Within **phonics** we will:   * Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air * Review all tricky words taught so far * and secure spelling, words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words * words with s in the middle /z/ s words ending –s words with –es at end /z/ short vowels CVCC CCVC,short vowels CCVCC CCCVC CCCVCC, longer words, compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words- out today said so have like some come love do words were here little says there when what one | As writers we will:   * Form lower case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words containing known GPCs using a capital letter and full stop.   During guided writing tasks we will:   * Write a descriptive sentence using the conjunction ‘and’ * Plan a superhero story * Tell and write a superhero story * Plan and write a letter * Plan a simple Traditional Tale * Tell and write own Traditional Tale * Write instructions to trap a baddy | As mathematicians we will:   * Compare numbers to 5 by comparing sets using the language of comparison and identifying when sets are equal. Explore ways of making unequal sets equal. * Explore the composition of 4 to 8 by practising and recalling missing or hidden parts. * Count to 9 and 10 using a range of strategies to develop accuracy. Continue to link counting to cardinality including using their fingers to represent quantities between 5 and 10. * Compare numbers to 10 and reason about which is more using an understanding of the ‘howmanyness’ of the number and its position in the number system. * Recall number bonds for numbers 0 to 5, then up to 10. * Link even numbers to doubles. | * Revise and refine the fundamental movement skills –   Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.   * Progress to a more fluent style of moving with developing control and grace. * Develop overall body strength,   co-ordination, balance and agility.   * Combine different movements with ease and fluency. * Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. * Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. |
| Numerical Patterns |
| Also as mathematicians we will:   * Compare mass and capacity. * Explore length and height. * Time. Describe significant events in their life using the vocabulary – yesterday, today and tomorrow. Measuring different periods of time. * 3D Shape. * Exploring repeating patterns. |
| Fine Motor Skills |
| * Develop their small motor skills to use a range of tools competently, confidently and safely. (pencils, paintbrushes, scissors and cutlery) * Develop the foundations of a handwriting style which is fast, efficient and accurate. |
| **Expressive Art And Design** | **Understanding The World** | **Communication And Language** | **Personal, Social & Emotional Development** |
| Creating with Materials | Past and Present | Listening, Attention and Understanding | Self-Regulation |
| As artists we will:   * Use recycled materials to make our own models. * Use paint by mixing and selecting our own colours to create a night time scene. * Explore, use and refine a variety of artistic effects to express their ideas. (painting, printing, junk modelling, drawing) * Return to and build on their previous learning, refining ideas. * Create collaboratively sharing ideas, resources and skills. * Learn the primary colours * Look at pictures from Pablo Picasso’s blue period to see how one colour can be used to paint a picture * Explore a range of materials * Paint a Winter themed picture. * Draw and paint Spring flowering plants through observation and increased control when using a paint brush | * Comment on images of familiar situations in the past (moon landing) * Compare and contrast characters from stories, including figures from the past. (Buzz Aldrin and Neil Armstrong) * The author/illustrator Beatrix Potter as a famous author from the past * How we have grown and changed since being babies and how life in the past is different from today | As a listener we will:   * Understand how to listen carefully and understand why listening is important * Learn and use new vocabulary * Listen to and talk about stories to build familiarity and understanding * Retell familiar stories * Learn rhymes, poems and songs * Engage with and talk about non-fiction books * Hold conversations when engaged in back-and-forth exchanges with their teacher. | We will:   * Express our feelings and consider the feelings of others |
| **Vocab**  The past, adult, baby, change, family, grow, tradition, week, year, yesterday long ago, memories, moon landing, author, illustrator, Cumbria, Lake District, cottage, conservationist, National Trust, |
| **People, Culture and Communities** |
| We will:   * Learn about people who work at night * Talk about bedtime routines * Learn about astronauts * Learn about the life of Beatrix Potter * Look at similarities and differences between life in this country and a cold place by comparing the climate of West Kirby and Antarctica * To learn about the festival of Holi. * To look at a Bible and talk about the Easter story. |
| **Vocab**  Painting, artist, sculpture, model, primary colours, mixing |
| **Vocab**  Author, illustrator, Bible, church, Easter, celebration, Christian, new life, Holi, festival, |
| Being Imaginative and Expressive | The Natural World | Speaking | Managing self |
| To show our imaginative skills we will:   * Perform action songs and sing/listen lullabies from around the world. Make our own lullabies. * Listen attentively, move to and talk about music. (Wiegenlied by Mozart) * Learn about tempo and pitch * Sing melody patterns accurately * Play notes on tuned percussion * Look at and discuss the painting I and the Village by Marc Chagall. * Develop storylines in their pretend play. (Role Play, Outdoors and Small World) * Sing in group or on their own increasingly matching the pitch and following the melody. (Lullabies) * Explore and engage in Winter themed dance (Step into the Picture). * Look at the ice sculpture work of Andy Goldsworthy. * Listen to some Winter themed music. * Listen to Spring by Vivaldi and talk about how it makes them feel. * Know that music can make us feel different emotions. | We will:   * Learn about stars and constellations * Find out about nocturnal animals including owls and bats, and diurnal animals e.g humans * Learn about the difference between day and night, the moon and stars. * Explore the natural world around by investigating freezing and melting. * Look at animals that live in very cold places and their special features, including camouflage. * Talk about cold climates and how the weather differs to where we live. * Use some simple geographical terms – North Pole, South Pole, country, World, globe, Arctic, mountain, Antarctic, iceberg, glacier, ocean, sea, land, climate. * Look at an atlas, a globe and a map. * To name some local birds. * Know that birds sometimes need us to feed them in Winter. * Know that animals need food, water and shelter to survive. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. * Look at changes that happen around school in Spring. * Know that Spring is one of four seasons and name these seasons.   Learn about new life at Spring –   * frogspawn, chicks, ducklings and some baby animals. * Comment on the weather and make a weather chart. * Name and draw some Spring flowering plants – hyacinth, daffodil, tulip and crocus. * To spot some local birds and name other birds – woodpecker, magpie, pigeon, dove, blackbird and robin. | * As a speaker we will: * Ask questions to find out more * Articulate our ideas and thoughts in well-formed sentences * Connect one idea or action to another using a range of connectives * Describe events on some detail * Use talk to help work out problems and organise thinking * Explain how things work and why they might happen * Make comments about what they have heard. * Ask questions to clarify their understanding. * Offer explanations why things might happen, making use of recently introduced vocabulary. * Participate in small group and class discussions. * Offer our own ideas. | We will:   * Show resilience and perseverance in the face of challenge * Manage our own needs * Know and talk about factors that support our health and well-being (tooth brushing, screen time and good sleep routine) |
| Building Relationships |
| We will:   * Think about the perspectives of others * Form positive attachments with adults and friendships with peers   Talk about our own and our friends’ dreams and goals through the Jigsaw PSHE unit.  Jigsaw Units  Dreams and Goals  Healthy Me |
| **Vocab**  Lullaby, tempo, pitch, melody, painting, composer, sculpture |
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| **Vocab**  Stars, constellations, nocturnal animals, owls, bats, diurnal, humans, day, night, moon, stars, freezing, melting,  special features, camouflage, climate, weather, North Pole, South Pole, country, World, Arctic, mountain, Antarctic, iceberg, glacier, ocean, sea, land, atlas, globe, map, shelter, survive, season, Spring, new life, frogspawn, chicks, ducklings, lambs, calves, hyacinth, daffodil, tulip and crocus, woodpecker, magpie, pigeon, dove, blackbird and robin. |

Wider Texts

Gruffalo’s Child by Julia Donaldson

Snow Bear by Tony Mitton

One Snowy Night by Nick Butterworth

Winter Sleep (a hibernation story) by Sean Taylor and Alex Morss

Peace at Last by Jill Murphy

Handa’s Noisy Night by Eileen Brown

One Winter’s Day by M Christina Butler

Little Polar Bear:Where are you going Lars? By Hans de Beer

Snow by Sam Usher

Snowflakes by Cerrie Burnell

Snow and Blizzards by Robyn Hardyman

All about animals in winter by Martha EH Rustad

Brrr: A book of winter by Il Sung Na

Robin’s Winter Song by Suzanne Barton

Whatever Next by Jill Murphy

How to Catch a Star by Oliver Jeffers

Owl Babies by Martin Waddell

Can’t you Sleep Little Bear by Martin Waddell

Star Girl by Karin Littlewood

The Dark by Lemony Snicket

By the light of the Moon by Tom Pervical

When the World is ready for Bed by Gillian Shields

A Book of Sleep by Il Sung Na

Under the Love Umbrella by Davina Bell

Coming to England by Floella Benjamin

My Two Grannies by Floella Benjamin

When I was a Child by Andy Stanton

The Tiger Who Came to Tea by Judith Kerr