

# Y R Spring Term Cycle A

## Curriculum on a Page

### Maths

Children subitise within 5, match numerals to quantities and notice the staircase pattern of number. They explore 5, 6 and 7, compare sets and make unequal sets equal. In Spring 2 they order numbers to 8, learn the language of less than, explore doubles and begin sorting odd and even numbers.

### Expressive arts and design

Children explore texture using different tools, create large paintings and mix primary colours. They make their own paint and playdough, act out stories through role play and help prepare snacks. They share creations, explain their processes and use a range of materials and joining techniques for junk modelling.

### RE

Children learn about special things and symbols, and explore the story of Easter and its meaning. They begin to understand ideas of salvation and why Easter is important to Christians.

### Reading and Writing

Children read decodable books, recognise capital letters and read and write simple sentences. Phase 3 phonics is taught and embedded, including digraphs, tricky words and longer words. They learn to form lower-case letters correctly, begin forming capitals, spell using taught sounds and write captions and sentences with finger spaces and full stops.



### Understanding the world

Children explore New Year, Shrove Tuesday, Chinese New Year and winter changes. They learn about habitats, states of matter, maps of the local area and use photos to draw simple maps. In Spring 2 they explore forms of travel, coordinates, features on maps and signs of spring, plant vegetables and learn and retell the Easter story.

### PSHE and My Happy Minds

Children learn about a range of **Character Strengths**, recognising them in themselves and others to build confidence, self-awareness and positive relationships. They explore the **Wheel of Gratitude**, learning to appreciate themselves, the people around them and the everyday experiences they enjoy.

### PSED

Children build awareness of their own and others' feelings using emotions charts and the zones of regulation. They learn to compromise, solve problems during play and take turns using timers. In Spring 2 they develop resilience, set goals, understand how they grow and change, and show inclusive behaviour within friendships.



### Communication and language

Children listen to, predict and retell stories linked to class texts and their interests, using questions to find out more. They learn to talk in sentences using simple conjunctions and practise communication through Chatterbox, language time and talking partners. They begin to follow stories without pictures, enjoy non-fiction texts and retell traditional tales to their peers.

### PE

Children learn the structure of a PE lesson, use space safely and work individually, in pairs and in groups. They develop fundamental movement skills including running, jumping, skipping and playing simple games with rules.

### Physical development

Children continue to dress and undress independently for PE and fasten their own coats. They create movement sequences using balances and shapes, and develop spatial awareness, control, running and jumping skills. Fine motor work includes using a tripod grip, threading small beads, cutting shapes, using small pegs and writing taught letters correctly.

### British Values

Children practise democracy through turn-taking and group decision-making. They show tolerance by including others and learning about different celebrations. They continue to understand rules during games and PE, show respect for people and belongings and enjoy independence when choosing learning during Discovery Time.