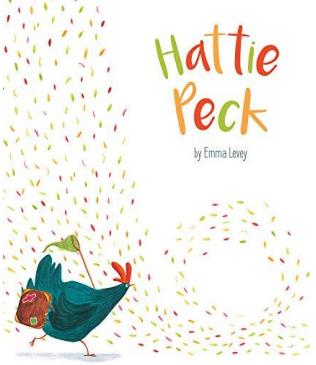
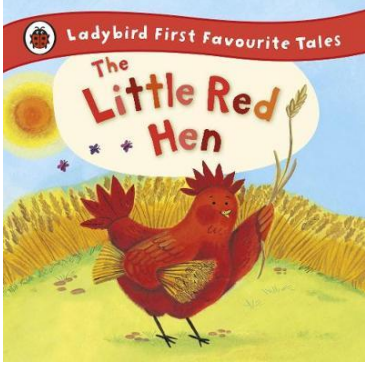
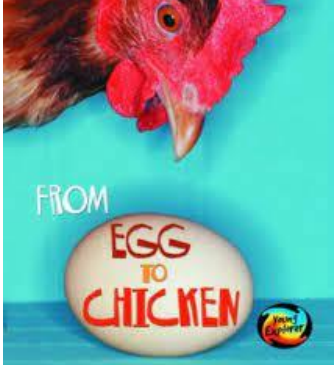




## YEAR R / SPRING 2

### Spring has Sprung!

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS		
		



<b>ACADEMIC EXCELLENCE</b>	<ul style="list-style-type: none"> <li>✓ Begin to stay on task during adult directed activities</li> <li>✓ Apply and show the skills and knowledge I have learnt during my choose time</li> <li>✓ Begin to seek self challenge in areas of the classroom that pose more difficulty</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<ul style="list-style-type: none"> <li>✓ Engage in all learning whether it seems 'easy' or 'hard' with a positive mind-set of "I could be good at this!"</li> <li>✓ Ask for support when we need help</li> </ul>

<b>LEARNING TO LEARN</b>	<ul style="list-style-type: none"> <li>✓ Continue to use different parts of the classroom for different things and venture into new areas</li> <li>✓ Find ways to tackle day to day problem independently using resources available and being responsible</li> <li>✓ Ensure we are always ready for learning by giving our best attention and engaging in our tasks</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<ul style="list-style-type: none"> <li>✓ Work well with others and begin to find compromises with our friends</li> <li>✓ Have patience with one another if we have a different point of view</li> </ul>

## THE PRIME AREAS OF LEARNING

### COMMUNICATION AND LANGUAGE, PHYSICAL DEVELOPMENT, PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Opportunities to develop the prime areas of learning run throughout the curriculum via an enabling environment in adult led, child initiated and outside learning as well as through all other times of the day such as social time, following routines and carpet time etc. They will be taught with individual focus on a cohort/individual needs basis. DIRECT LEARNING WILL TAKE PLACE VIA:

- ✓ Red Nose Day – developing understanding and empathy for others, and practicing gratitude for the things we are lucky enough to have in our own lives.
- ✓ World Book Day – celebrating a love of stories and reading with a focus on non-fiction texts
- ✓ Science week – focusing on the concept of "time".



<b>LITERACY</b>	<b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>✓ To verbally re-tell a whole story using actions to help</li> <li>✓ To begin to use intonation and rhythm in our story telling</li> <li>✓ To understand how speech bubbles work</li> </ul>
	<b>WORD READING</b>	<ul style="list-style-type: none"> <li>✓ To begin to speedy read words containing simple digraphs (especially those that repeat in the text)</li> <li>✓ To continue to spot new digraphs and trigraphs in words and read them in whole words</li> <li>✓ To begin to read whole sentences back after sounding out</li> <li>✓ To recognize commonly used tricky words (red words) with increasing ease</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>✓ Continue to form lower case letters accurately</li> <li>✓ Continue to apply known digraphs and digraphs to attempt more complex words</li> <li>✓ To begin to use finger spaces in sentence writing to break up words</li> <li>✓ To begin to read our work back and check it makes sense</li> <li>✓ To write with increased independence</li> </ul>

<b>MATHEMATICS</b>	<b>NUMBER</b>	<ul style="list-style-type: none"> <li>✓ To begin to combine two groups of objects to find a total</li> <li>✓ To explore the number 10, paying attention to it's composition and the ways in which they can be made and separated (number bonds to 10)</li> <li>✓ To form numbers recognisably</li> </ul>
	<b>NUMERICAL PATTERN</b>	<ul style="list-style-type: none"> <li>✓ Recognise and create complex repeating patterns</li> <li>✓ Create patterns in a non linear formation</li> </ul>
	<b>MEASURE, SPACE AND SPATIAL THINKING</b>	<ul style="list-style-type: none"> <li>✓ Recognise, name and describe 2D shapes</li> <li>✓ Recognise, name and describe 3D shapes</li> </ul>



<b>PHYSICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>✓ Demonstrate with co-ordination and know the differences between running, jumping, skipping, hopping and walking</li> <li>✓ Begin to have some awareness of the different body parts in movements</li> <li>✓ Can follow a warm up enthusiastically and recognise their body has changed after exercise</li> <li>✓ Explore bouncing and kicking skills and begin to know how to keep the ball under control</li> <li>✓ Continue to build hand eye coordination skills when manipulating various objects</li> <li>✓ Know how to use equipment safely</li> <li>✓ Introduce the dance basic actions and begin to perform them</li> <li>✓ Begin to copy a simple short motif to music</li> <li>✓ Begin to respond to a beat by tapping different body parts on the spot and by moving to different counts of the beat</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>✓ Explore loud and soft sounds on a variety of percussion instruments</li> <li>✓ Respond to sudden changes of dynamics in listening examples</li> <li>✓ Use movement to match loud sounds with high energy movement and soft sounds with low energy movement</li> </ul>

<b>UNDERSTANDING THE WORLD</b>	<ul style="list-style-type: none"> <li>✓ To understand lifecycles</li> <li>✓ To understand the process of how bread is made</li> <li>✓ To compare farming processes from past to present</li> <li>✓ To understand why Easter is an important time of the year for Christians and explore symbolism</li> <li>✓ To observe living animals and see how they change over time</li> <li>✓ Learn about the scientist Cynthia Kenyon as part of Science week</li> </ul>
<b>EXPRESSIVE ART AND DESIGN</b>	<ul style="list-style-type: none"> <li>✓ To act out parts of a well known story using repeating phrases with expression and intonation</li> <li>✓ To develop observational drawing skills</li> <li>✓ To create pictures using a mono-print technique</li> <li>✓ To experiment with moving parts to create a turning windmill developing our construction and cutting skills and using split pins.</li> </ul>