

## Spring 2: The World Around Me

In this topic the children will be learning all about space, the wider world, continents, countries and the country they live in. They will look at how our country is different to other countries in regards to weather and temperature, animals and environments, food and clothing. We will explore the differences between people around the world and their personal beliefs and lifestyles, and develop understanding and empathy towards all. The children will be encouraged to research different countries through a range of non-fiction books and websites. We will discuss travel, transport and time differences. The children will have opportunities to learn different languages and experience different foods from other cultures.

### Vocabulary

Space, world, continents, countries, map, travel, transport, differences, weather, food, culture, clothing, animals, environment, languages, beliefs.

### Literacy

**Writing:** In Spring 2, children will continue to develop their mark-making skills and pencil control. Dough Disco will continue daily with Squiggle While You Wiggle being used as an intervention for children who still need gross motor development. Pupils will be encouraged through our topic work to draw, write their name, and talk to adults about differences and similarities between their own country and others. Talk for Writing will continue children will use actions, visuals and word lists to help retell the story. Story maps will begin to be innovated with the character/s or setting being changed. Teachers will model writing sentences. Children will be encouraged to write their own simple sentences using their story map and visual displays for support. Handwriting sessions will continue using the Little Wandle Rhymes ensuring the correct letter formation and pencil control and posture. Resources will be sent home for extra handwriting practise if needed. During Continuous Provision, writing and mark-making will continue to be encouraged in all areas. Continuous Provision will include activities for gross motor and fine motor skills, indoors and outdoors. Activities that strengthen the pupils' core will be available during play. During PE, we will work on core strength exercise alongside other skills.

**Reading:** We will be teaching Phonics and Reading using the Letters and Sounds Little Wandle Synthetic Phonic Scheme. In Spring 2, the children will be reviewing Phase 3. They will also be learning words with two or more digraphs, longer words and words ending in 'ing'. Any GPCs needing practise will be sent home. Children will continue to be given a book a week that corresponds to the Phonics Phase 3. A separate Reading for Pleasure book will be sent home for parents to share with their child. We will assess Phonics at the end of each half-term. Any GPCs not learnt will be sent home for practise. Children who have not learnt all of Phase 2/3 will have Little Wandle catch-up sessions. Children who are behind will have daily Reading sessions with the teacher. All other children will read at school in small groups three times per week. Children will have class Drop Everything and Read sessions or 'DEAR Time' during the week. They will have the opportunity to talk with a partner about the book they are reading. Once a week, the teacher will read an ongoing, longer book with chapters. This is to help develop memory, imagination and language acquisition.

#### **Whole Class reading:**

Shirley Who's Out and About, You Can't Take an Elephant on a Bus, Zim Zam Zoom, Anna Hibiscus Song, I am Tiger, Every Night is Pizza Night.

#### **Talk For Writing Books:**

Whatever Next, Handa's Surprise, Meerkat Mail

### Number

The children will be looking at numbers 10, 11 and 12 and begin to understand the concept of a 2-digit number - that it is 1 ten and \_\_\_ more. The children will continue to use a range of resources both in class and during Continuous Provision to explore and show different amounts. BBC Numberblocks will continue to be used alongside their learning to help understand the make up of the teen numbers and how to partition large amounts. We will be learning about comparing length, weight and capacity.

### **Communication and Language**

Children will continue to develop their vocabulary through playful interactions with adults and peers through being exposed to a large variety of fiction, non-fiction, poetry and rhymes, as well as singing songs. Children will have time and opportunities to speak and interact with adults and each other. They will continue to be prompted to speak in full sentences. Children will gain a deep familiarity with our Talk for Writing texts, using oral retelling and role-play. This half-term and throughout the year, we will be encouraging children to broaden their vocabulary and use new words within multiple contexts. Children will sit and listen for longer periods of time that are developmentally appropriate. There will be multiple opportunities to engage and ask questions and talk about what interests them, finding out more and sharing these interests with others. They will be encouraged to use social phrases, such as asking for help, saying please and thank you, telling others to stop and ask for help when needed.

### **Physical Development**

The children will continue to take part in fine motor and gross motor activities, and complete daily handwriting sessions focussing on letter formation. They will be exploring and creating simple movement sequences, and respond to simple words and music using their bodies and props during their PE sessions. They will add movements together to create sequences and explore character movements with a partner. They will be encouraged to take part in team games and races in preparation for Sports Day.

Complete PE: Ourselves and Nursery Rhymes

### **Personal, Social and Emotional Development:**

PSED will continue to be taught across the whole curriculum as children become more confident and independent in their environment. We will continue to develop their awareness of other people's views and opinions and also way of life as we look at the world and compare our country to others. We will be discussing ways to resolve conflicts with their peers and how to express their emotions appropriately, including self-regulating. We will be encouraging the children to take risks and try new things.

Jigsaw Spring 2: Healthy Me

### **Understanding the World**

Children will learn about:

Spring changes that come with the season.

Explore the natural world around them and describe what they see, hear and feel whilst in the natural world.

Their world - looking at continents, countries and towns.

Similarities and differences with other countries such as temperature, landscape, clothing, religions, beliefs.

Animals that live in different countries.

The children will take part in a school trip to Yorkshire Wildlife Park to look at and learn about Animals that live in Africa.

### **Expressive Arts and Design**

Children will be taught progressively more difficult skills in Arts and Crafts, Weaving, Sewing and Woodworking learning techniques and skills. During Continuous Provision, children will have opportunities to explore and use these skills through play. Seasonal and topic resources will be used to enhance their learning. They will create and collaborate with their peers to learn to share ideas and to express their ideas and feelings. During Charanga Music sessions and Continuous Provision, children will listen attentively, move to and talk about music, expressing their feelings and responses. They will explore and engage in music-making and dance, performing solo or in groups, singing seasonal songs and learning rhymes.