

St Hugh's Catholic Primary School – Reception Class 2023-2024
Spring 2 – Half Term Plan

Religious Education - To Know You More Clearly
Branch 4 – Desert to Garden

<p align="center">Literacy & Phonics</p> <p>World Book Day. Easter activities. Talk Through Stories – Room on the Broom, Zog & Billy and the Dragon. Daily ReadWriteInc phonics sessions. Story & rhyme times. Shared reading, fiction & non-fiction. Nursery Rhymes. Model writing daily. Enjoy independently exploring books. Begin to retell stories, using story phrases. Recognise some letters & own name. Read some cvc words. Form some letters correctly. Begin to create drawings & write words in response to experiences.</p>	<p align="center">Mathematics</p> <p>Number rhymes. Number Blocks. Explore shapes. Attempt to make arches & enclosures when building with blocks. Recognising & ordering numbers to 5, & matching to quantity. Explore composition of numbers to 7 and the pairs of numbers that make a larger number. Order numbers to 10 and understand that each number is one more than the one before. Explore more than, fewer than, less than and equal to. Explore & add to repeating patterns. Find the longer or shorter, heavier or lighter of two items. Positional activities, e.g. next to, in front of.</p>	<p align="center">Communication & Language</p> <p>R.E. Weather & calendar. Nursery Rhymes. Talk Through Stories – Room on the Broom, Zog & Billy and the Dragon. Charanga – music activities. Key worker groups – stories & rhymes. Story times. Easter activities. Visit to Imagine That. Talk & listen to each other's experiences and ideas developing conversations. Explore positional language e.g. next to, behind, in front. Following instructions in a variety of activities</p>	<p align="center">Physical Development</p> <p>P.E. Balancing. Catching & throwing. Experiment with different ways of moving e.g. jumping, skipping, hopping. Negotiate space successfully when playing, avoiding obstacles. Constructing with large blocks & crates. Copy patterns or forming letters in foam or sand. Continue to develop skills to use equipment safely & pencils effectively</p>	
<p align="center">Expressive Arts & Design</p> <p>Nursery Rhymes. Easter activities. Charanga – Our World. Join in singing songs. Explore musical instruments. Copy clapping a rhythm. Kandinsky – shape. Transient art. Sketching & printing. Play cooperatively, beginning to develop a storyline based on stories we have read</p>	<p align="center">Key Words</p> <p>R.E. – Jesus, God, Lent, Good Friday, Easter Sunday, new life, growth, purple, care for others, Spring, share more, help more, cross, celebrate, hot cross buns, Easter eggs, Easter garden. Phonics sounds. Vocabulary from – Room on the Broom, Zog & Billy and the Dragon. Balance, dance, build, move, catch, throw. Rhyme, story, fiction, non-fiction, book, read, library. Number names 1 to 10, more than, fewer than, less than, equal to, part, whole, count, subitise, repeating pattern, size, taller, tallest, longer, longest, behind, next to, in front, under, on top. Names of days. Build, stick, cut, scissors, mix, paint, colour names. Charanga vocabulary, instrument, sound, loud, quiet. Bee Bot, forwards, backwards, turn, arrow, buttons, instructions. Exercise, hot, warm, heart, healthy. Plant, dig, grow, Spring. Draw, build, artist, art.</p>		<p align="center">Understanding the World</p> <p>Routine of school day. Daily calendar & weather. Easter. Continue to develop respectful attitudes towards other cultures in our community. Explore natural & man-made materials. Planting, growth. Observe changes in the outdoor environment. Talk & listen to each other's experience of family life. Trip to Imagine That – talk about our experience, what we see and learn. Bee Bot – create a route from starting point to end point.</p>	
<p align="center">PSED R.E.</p> <p>Key worker groups – circle time – stories & rhymes. Continue to discuss school rules. Begin to understand their own & others feelings & that some actions & words can hurt others' feelings. Discuss sharing, turn taking, being kind to our friends. Begin to practice skills of assertion, compromise & negotiation. Begin to develop self-esteem & confidence by trying new things & being more outgoing in new social situations</p>	<p align="center">Characteristics of Effective Learning</p> <p>The ways in which each child engages with other people & their environment underpins their learning & development across all areas & supports them to be an effective & motivated learner. Playing & exploring – engagement. Active learning – motivation. Creating & thinking critically – thinking</p>		<p align="center">British Values</p> <p>Reminder of class rules. Provide a safe & supportive environment for children. Encourage group choice & discussion about choices.</p>	<p align="center">Visits & Parental Involvement</p> <p>Parent/Carer Evening. Reading for pleasure – books home. Phonics ditties or reading books home. Visits – Imagine That. World Book day.</p>
<p align="center">Assessments</p> <p>Observations. Informal chats with parents. Weekly team meetings – to discuss observations, planning, interventions, SEND. RWInc phonics assessments & tracking data.</p>	<p align="center">Safeguarding/Risk Assessments</p> <p>2 x First Aiders. Daily risk assessment of resources & indoor & outdoor environments. Visits – Imagine That – Risk Assessments</p>		<p align="center">Interventions/Support</p> <p>Monitor needs of all children and any cause for concern. Wellcomm Activities. EAL Activities.</p>	