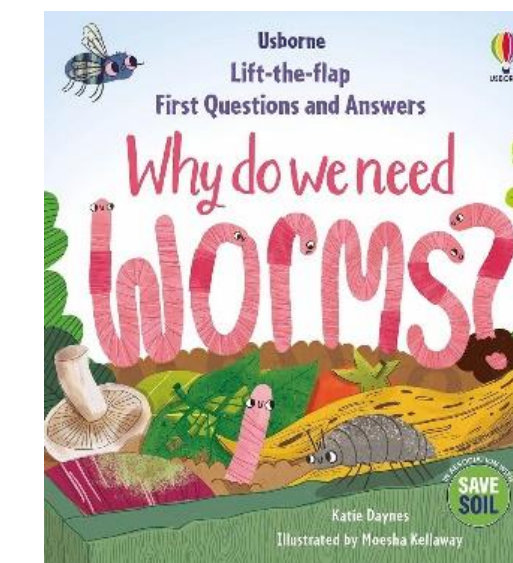
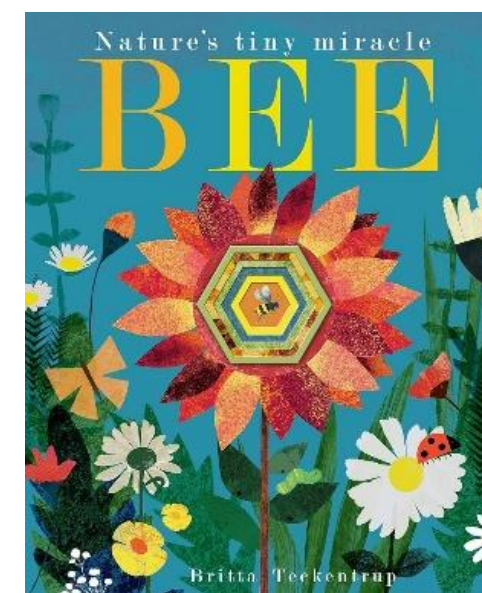
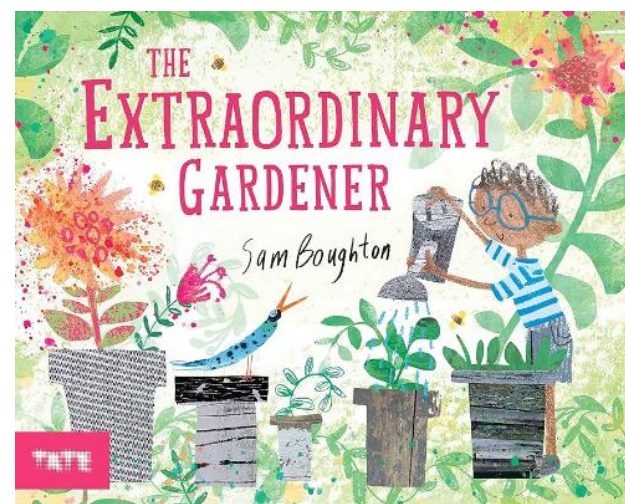
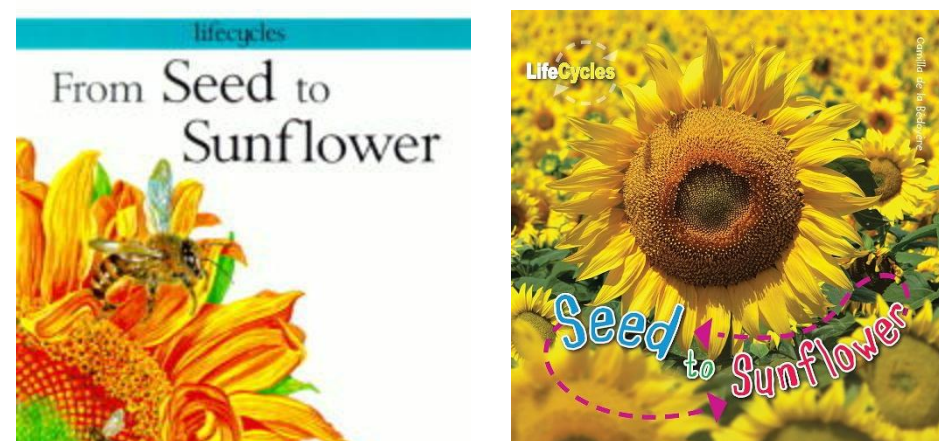


# Spring 2 Reception and Year One: Nurturing Nature.

## Key books this half-term



### Key Vocabulary:

- **Sunflower** – A type of plant. Most plants have roots, stems and leaves.
- **Seed** - A tiny, living package produced by plants that acts like a container for a baby plant.
- **Pollen** - A fine, powdery, often yellow dust made by flowers, trees and weeds to help them make seeds and reproduce.
- **Pollination** - How plants make seeds, fruits, and new plants, acting like a plant's way of having babies
- **Germination** - The amazing process of a seed "waking up" and sprouting into a tiny new plant (seedling).
- **Life cycle** – The story of how a living thing changes from birth to death and how it has young, or makes seeds that grow into new plants.

### Key Questions?

- What do seeds need to grow?
- What creatures love sunflowers?
- Why do sunflowers follow the sun?

### Key Vocabulary:

- **Cottage** - A small, cosy, and often old-fashioned house, typically found in the countryside or a quiet village.
- **Poor** - Not having enough money to buy things people need to live.
- **Market** - Can be in a town square, a shopping mall, a grocery store or on the internet.
- **Beans** - The seed or seed pod of certain plants. Many kinds of beans are eaten as a vegetable.
- **Beanstalk** - The long, tall stem of a bean plant.
- **Giant** - Someone or something that is extremely large, strong, and much bigger than normal.
- **Climb** - To use your hands, arms, and legs to move upward, such as going up a ladder, tree or mountain.
- **Harp** – A musical instrument with strings.
- **Axe** - A tool with a blade attached to the end of a long handle.

### Key Questions?

- Who did Jack live with?
- Why did Jack have to sell his pet cow?
- What happened with the beans?
- Should Jack have gone up the beanstalk?
- Should Jack have taken the things from the Giant?

### Key Vocabulary:

- **Extraordinary** – Something that is unusual or remarkable.
- **Gardener** – A person who tends to a garden as a hobby or for a living.
- **Imagination** – To be creative and form new ideas in the mind.
- **Roamed** – Move about or travel aimlessly.
- **Soared** – Fly or rise high in the air.
- **Discovered** – Find unexpectedly or during a search.
- **Scent** – A distinctive smell. A smell that is pleasant.

### Key Questions?

- Why do you think some of the pages are in black and white?
- What might Joe's idea be?
- What was Joe waiting to happen?
- How do you think Joe felt when his seed wasn't growing?
- Why do you think Joe's garden made the neighbours happy?

### Key Vocabulary:

- **Bee** - Flying insects known for their fuzzy bodies, black-and-gold stripes and loud buzzing sounds.
- **Thrumming** - Making a low, steady, buzzing, or humming sound that repeats over and over, like a motor, rain on a roof, or gently plucking guitar strings.
- **Nectar** - A sweet, sugary liquid produced by flowers to attract pollinators like bees, butterflies, and hummingbirds.
- **Foxglove** - Tall, beautiful wild plants with spikes of bell-shaped, spotted flowers (usually pink or purple) that bloom in summer.
- **Harvesting** - The process of gathering ripe crops—like fruits, vegetables, or grains—from fields, gardens, or trees when they are ready to eat or use

### Key Questions?

- Where do bees live? Do they all live in a hive?
- Which bee is in charge of the hive?
- How do you think bees tell each other where to find the best flowers?
- Why do bees make honey? Is it for us, or to eat during the winter?

### Key Vocabulary:

- **Earthworm** - A slimy, tube-shaped, pinkish-brown creature that lives in moist soil and acts as a gardener's best friend.
- **Flooding** - A flood is when water overflows onto land that is usually dry, turning streets, homes, and fields into temporary lakes.
- **Soil** - The thin, living, and mucky layer covering Earth's land that helps plants grow and feeds.
- **Climate change** - The long-term warming of the Earth caused by human activities that release greenhouse gases, like burning fossil fuels (coal, oil, gas) for energy and cutting down trees.

### Key Questions?

- How can we help worms?
- Do farms need worms?
- How do worms stop flooding?
- How is soil made?
- Why is healthy soil so important?
- How do worms help the soil?

## Science

As our theme suggests 'Nurturing Nature' is all about the environment that we live in and the world around us. Alongside looking at seasonal changes, we will be learning about common wild and garden plants, including deciduous and evergreen trees. We would like all the children to be able to describe the structure of flowering plants and trees.

If anyone has any plants, flowers, seeds or compost that they are willing to donate to school, it would be very much appreciated.

## Design and Technology

The children will be learning about the habitat of birds and researching bird boxes and how birds use them. We will then design our own bird boxes, and use tools such as a saw, hammer and a drill to create them, before finally evaluating our bird boxes!



## Mathematics

### Reception will be learning:

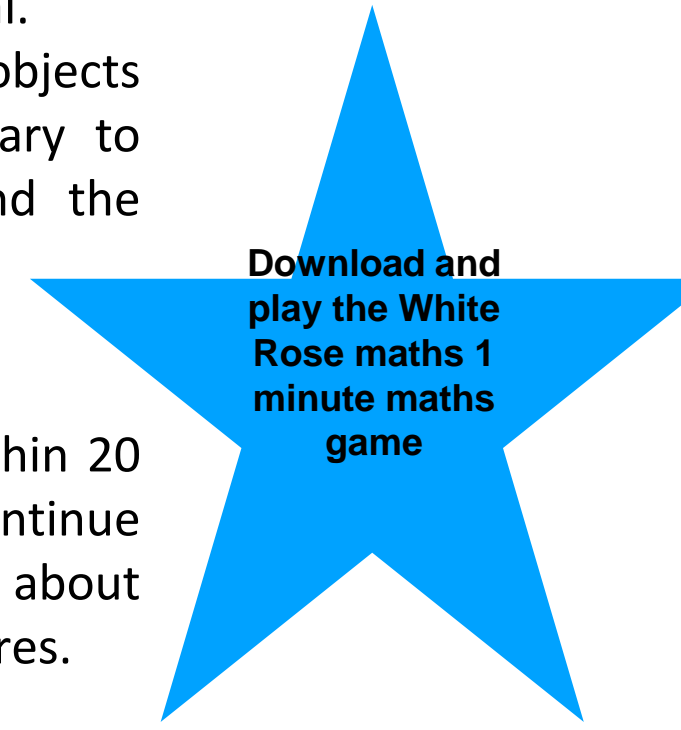
Doubles to 8, odd and even numbers, and will begin to learn to add by combining two groups of objects to count the total.

We will also be learning about height and length using objects such as multilink cubes, and using everyday vocabulary to discuss the time, such as the days of the week and the sequence of our day.

### Year 1 will be learning:

Doubles and near doubles, addition and subtraction within 20 using objects and number tracks to support and will continue to explore place value within 50. We will also be learning about height and length and will explore measuring in centimetres.

Download and play the White Rose maths 1 minute maths game



## Music

This term, the children will learn how songs and music can communicate different moods and emotions. They will investigate different ways to express the mood of a song by adding facial expressions and changing the timbre and dynamics of their voice. They will develop their understanding of musical mood through simple songs, where they will be introduced to major and minor tonality.

## Art

Children will be developing a wide range of art and design techniques in using line and shape through the use of printing. Children will produce a leaf print demonstrating these skills.



## Computing

Grouping Data: This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. During this unit, the children will be logging on to the computers, opening their documents, and saving their documents, and will also continue to practise their dragging and dropping skills.

## English

AT HOME: Please read your school reading books and practise reading your tricky words regularly. Please log reading in your child's reading diary.

### Phonics and Key words

We continue with our daily phonics using the Monster Phonics Scheme. Please practise reading your child's key words with them and practise reading words in their environment, using their phonic knowledge. Play games, look for sounds that they can see on signs.

The children enjoy reading for purpose.

In both reception and Year 1, we will continue working on handwriting. It is important that letter formation is correct and that the children are shown how to form their letters. Please continue to support us with this.

### Reception

The children will begin to write short sentences using the phonemes and graphemes that they know e.g. The rain is wet. The children will also learn about when to use finger spaces.

### Year 1

Children will be writing a non-chronological report about Spring, using their phonic knowledge and the key words that they know.

### Reading

Please continue to practise reading regularly at home. It doesn't matter what the reading material is- comics, leaflets, books, poetry etc. It all counts. School reading books will also be sent home alongside the assigned e-books via Monster Phonics.

We aim to promote a love of reading in school and all of our learning comes from quality books.

## RSHE



### Jigsaw – Dreams and Goals

The children will:

- Know how to set simple goals
- Know how to achieve a goal
- Know how to work well with a partner
- Know that tackling a challenge can stretch their learning
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved

## RE

The children will explore what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving.

## PE



### Indoor – Gymnastics

The children will practise the basic skills of jumping, rolling, travelling and balancing. They will begin to understand the use of levels, directions and shapes when travelling and balancing.

### Outdoor – Net and wall games

are games where either a net or wall separates the players or a wall is used. The object is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. In this unit, children will develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points and how to play to the rules.



# Key Instant Recall Facts

Reception | Spring 2



I can partition numbers to 5 into two groups.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly. The aim is for them to know several pairs of numbers that make the numbers 1 to 5.

$0 + 1 = 1$ $1 + 0 = 1$ $0 + 2 = 2$ $1 + 1 = 2$ $2 + 0 = 2$ $0 + 3 = 3$ $1 + 2 = 3$ $2 + 1 = 3$ $3 + 0 = 3$	$0 + 4 = 4$ $1 + 3 = 4$ $2 + 2 = 4$ $3 + 1 = 4$ $4 + 0 = 4$ $0 + 5 = 5$ $1 + 4 = 5$ $2 + 3 = 5$ $3 + 2 = 5$ $4 + 1 = 5$ $5 + 0 = 5$		<b>Key vocabulary</b>  add  plus  equals  altogether  equals  part  whole
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### Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once. Maybe focus on 1 number a day. How many ways can you make this number. Use practical resources – Your child has one potato on their plate and you give them three more. Can they predict how many they will have now?

Make a poster – We use numicon at school. You can find pictures of the numicon shapes here:

<http://bit.ly/NumiconPictures> – your child could make a poster showing the different ways of making 5.

<https://www.topmarks.co.uk/learning-to-count/ladybird-spots> - put dots on the ladybird

<https://www.topmarks.co.uk/Interactive.aspx?cat=1> -

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/> - using a 5 frame



# Key Instant Recall Facts

Year 1 | Spring 2



I can recite the number names in order to 50 and beyond.

By the end of this half term, children should be able to count to 50 confidently, easily and quickly.

Perhaps start off using part of a 100 square (see below) and as confidence grows try without any aides. Also try starting at different numbers and asking your child to continue counting on from e.g.

15.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

### Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

<https://mathsbot.com/manipulatives/hundredSquare>

## Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th <sub>(v)</sub> th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of ASSESSMENT 1	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	ol	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so ASSESSMENT 3	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children ASSESSMENT 4

Please check that your child knows the sounds and words from Term 1 and Term 2.

# Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
<b>TERM 1</b>	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es  ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee  suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs				100 HFWs				200 HFWs			
<b>TERM 2</b>	ue ue ew	ew k before y i e  ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-r) ear (air)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, we're even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
	200 HFWs											

Please check that your child knows the sounds and words from Term 1 and Term 2.