

FS2 Spring Term 2	What will I be learning about during this unit?	What new vocabulary will I learn during this unit?	When will my learning go next?
Topic Theme	<p><b><u>Come Outside</u></b>            Mad About Minibeasts            Twist and Hop, Minibeast Bop            The Bad Tempered Ladybird            Superworm            The Tiny Seed            Going to the Dentist</p>		
Communication and Language	<p>Communication and language is at the heart of all that we do. Central to this is daily sharing of stories and rhymes and the development and enrichment of vocabulary both planned through topic work and spontaneously as we work and play together. Children can be at very different stages in their understanding and use of language and we aim to tailor our provision to meet their needs whatever their starting point through skilful modelling and scaffolding. This term our focus will be around;</p> <ul style="list-style-type: none"> <li>• Talking about favourite stories and retelling them in greater detail</li> <li>• Looking at and talking about both fiction and nonfiction books</li> <li>• Rhymes and songs inc Poetry basket T2</li> <li>• Asking questions for themselves</li> <li>• Expressing ideas and thoughts more fully and in longer phrases – adding details</li> </ul>		<p>Extended conversations with a number of exchanges            Confidently use new vocabulary and express ideas etc. in longer phrases and sentences</p>
Personal, Social and Emotional Development	<p><b>Managing self</b>            Being healthy and safe</p>	<p><b>Managing Self</b> Exercise, healthy, fitness, sport, diet, balanced, sleep, routine, hygiene, safety  <b>Protected Characteristics highlighted in pink</b>  <b>Linked to EYFS PSHE Matters Difference and Diversity, changes</b></p>	<p>Children will develop a clearer understanding of what foods are healthy and why. Children will continue to develop an awareness of how to stay safe and healthy.</p>

**Physical  
Development**

**Fine Motor**

Dough Disco sessions take place at the end of each day

Use a range of small tools including scissors, mark making tools, paintbrushes and cutlery with increasing accuracy and precision

Begin to show care and accuracy when drawing adding details where appropriate

Use the tripod grip when holding a pencil

***Pencil control***

Dot to dots, tracing, colouring, writing areas, chalk and chalk boards, whiteboards and pens, clip boards, letter formation practise daily in phonics sessions.

***Bilateral Hand Movements*** Chalk on tough spots/big chalk boards/outside, different sized pieces of paper for large/small scale drawings, drawing pictures in sand, shaving foam, glitter, large and small scale painting, painting with water on walls.

***Scissor Skills***

Snipping, cutting along a line, cutting around a shape.  
(encouraged in the creative area and during creative activities)

***Gross motor skills***

Combine different movements with ease and fluency. Progress towards a more fluent style of moving with developing control and grace. Move energetically when dancing play in FS area and on playground. Continue to use range of equipment to create own physical challenges. Use of dancing ribbons etc. to create sequences of movements with and without music link to topic work PE –  
Dance see scheme

**Fine motor**

Draw, formation, trace

## Literacy

Daily stories and rhymes and time to talk about them (see Language and Communication)  
Reading books matched to stage of phonological development  
RWI set 1 and 2 sounds  
Oral blending and reading CVC words and captions  
Segmenting for spelling and writing CVC words, captions and sentences  
Mark making and writing for a purpose across the curriculum  
Pencil skills and letter formation

Sound read write page  
word finger space

## Maths

White Rose maths units  
Building 9 and 10  
Consolidation

How many? more, 1 more, most fewer fewest, 1 less equal order, combination, pairs, total

## Understanding the World

### **Natural World**

Children will compare the UK and Africa and discuss how they are the same and different. Children will learn about the different animals found in Africa and how they may differ to ones in the UK. Children will learn about the different features of Africa – e.g. rainforests, deserts and mountains.

Children will complete a variety of activities in our school environment (field, garden and playground) and our local wood. They will explore signs of spring, investigate natural materials and ask questions about their environments.

Protected Characteristics highlighted in pink RE F6 What is special about our world.

## **People and Communities**

Children will know some similarities and differences between different religious and cultural communities  
Children will experience Easter and other festivals linked to children's communities

## **Creative Development**

### **Art**

Children have access to different forms of media (paint, crayons, collage paper etc.) that they can explore on a daily basis. Topic focused activities develop the art skills e.g. Making Sunset and animal silhouettes

Animal patterns

Fruit printing

Minibeast images

### **Imaginative Play**

Enhanced small world linked to topics and stage area with costumes linked to topic can be accessed daily

Enhanced home corner linked to creatures

### **Music**

Exploring instruments – fast, slow, quiet and loud.

Singing a repertoire of familiar and new songs linked to topic

## **Enrichment**

Spring walk in the woods