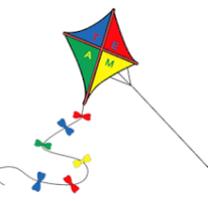


**Year R Half Term Learning grid  
Spring 2- Hot, hot, hot**



**Prime areas of learning Year R**

|  |   |  |
|--|---|--|
| <p><b>C&amp;L</b><br/>                 To retell a story<br/>                 To follow a story without pictures or props<br/>                 To share their work to the class- standing up at the front<br/>                 To use new vocabulary in different contexts</p> | <p><b>PSED</b><br/>                 To identify and moderate their own feelings socially and emotionally<br/>                 To consider the feelings and needs of others<br/>                 To develop independence when dressing and undressing for activities such as P.E and Forest Fridays<br/>                 To listen to the ideas of other children and agree on a solution and compromise</p> | <p><b>PD</b><br/>                 To create short sequences using shapes, balances and travelling actions<br/>                 To balance and safely use apparatus<br/>                 To jump and land safely from a height<br/>                 To develop rocking and rolling<br/>                 To explore traveling around, over and through apparatus<br/>                 To create short sequences linking actions together and including apparatus<br/>                 To hold scissors correctly and cut out large shapes<br/>                 To write letters using the correct letter formation and control the size of letters<br/>                 To use a hammer, saw and screwdriver</p> |
|--|---|--|

**Specific areas of learning Year R**

|  |   |  |   |
|--|---|--|---|
| <p><b>Lit</b><br/>                 To retell a story<br/>                 To follow a story without pictures or props<br/>                 To talk about the characters in the books they are reading<br/>                 To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)<br/>                 To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure)<br/>                 To read longer words including those with double letters<br/>                 To read words with s/z/ in the middle<br/>                 To read words with -es/z/ at the end<br/>                 To read words with s and s/z/ at the end<br/>                 To read sentences containing Tricky Words and digraphs<br/>                 To read books matching their phonics ability.<br/>                 To form lower-case letters correctly and begin to former capital letters<br/>                 To write sentences using finger spaces and full stops<br/>                 To spell words using taught sounds<br/>                 To spell some taught tricky words correctly</p> | <p><b>Maths</b><br/>                 To recognise numbers 0-10<br/>                 To explore the composition of 9 and 10<br/>                 To practise number bonds to 10<br/>                 To know addition facts to make 5<br/>                 To find one more of numbers to 10<br/>                 To find one less of numbers to 10<br/>                 To estimate a number of objects<br/>                 To count to 20<br/>                 To compare quantities to 10<br/>                 To explore odd and even numbers<br/>                 To order numbers to 10<br/>                 To count back from 10<br/>                 To combine two groups of objects To take away objects and count how many are left<br/>                 To find the missing number<br/>                 To recognise coins 1p, 2p, 5p 10p, 20p<br/>                 To finish a more complex repeating pattern</p> | <p><b>U+W</b><br/>                 To know about the past through settings, characters and events encountered in books read in class and storytelling<br/>                 To know that Christians celebrate Easter.<br/>                 To know about and recognise the signs of Spring<br/>                 To know about features of my own immediate environment and how they might vary from another.<br/>                 To plant seeds<br/>                 Use arrow icons to direct a digital object.</p> | <p><b>Ead:</b><br/>                 To use natural objects to make a piece of art<br/>                 To share creations and talk about the process<br/>                 To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)<br/>                 To make props and costumes for different role play scenarios<br/>                 To know how to work safely and hygienically<br/>                 To use non-statutory measures (spoons, cups)<br/>                 To perform songs at the Easter Service<br/>                 To join in with whole school singing assemblies<br/>                 To associate genres of music with characters and stories<br/>                 To create costumes and resources for role play</p> |
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The Big events/essential experiences this term are: Easter service.

The Core values and learning keys we will be focusing on are: Courage, Joy and independence.