

Prime Area: Communication and Language

Spring 1

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Spring 2

- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Prime Area: Personal, Social and Emotional development

Spring 1 - *Dreams and Goals*

- I understand that if I persevere, I can tackle challenges.
- I can tell you about a time I didn't give up until I achieved my goal.
- I can set a goal and work towards it.
- I can use kind words to encourage people.
- I understand the link between what I learn now and the job I might like to do when I'm older.
- I can say how I feel when I achieve a goal and know what it means to feel proud.

Spring 2 - *Healthy Me*

- I understand that I need to exercise to keep my body healthy.
- I understand how moving and resting are good for my body.
- I know which foods are healthy and not so healthy and can make healthy eating choices.
- I know how to help myself go to sleep and understand why sleep is good for me.
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.
- I know what a stranger is and how to stay safe if a stranger approaches me.

Prime Area: Physical Development

Spring 1

- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

Spring 2

- Progress towards a more fluent style of moving, with developing control and grace.

Specific Area: Literacy

Spring 1

- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme (RWInc).
- To begin to spell and write words by identifying the sounds and then writing the sound with letter/s.

Spring 2

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Would you rather?

Class R Spring Term 2025



Specific Area: Understanding the World

Spring 1

- Recognise some environments that are different to the one in which they live.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Spring 2

- Understand that some places are special to members of their community.
- Comment on images of familiar situations in the past.



Specific Area: Mathematics

Spring 1

- Increase confidence in subitising patterns within 5.
- Explore a range of patterns made by numbers greater than 5.
- Explore '1 more than'
- Continue to develop verbal counting to 20 and beyond.
- Continue to develop object counting skills and link counting to cardinality, including using their fingers to represent quantities between 5 and 10.
- Order numbers, linking cardinal and ordinal representations.
- Continue to explore the composition of 5
- Explore the composition of 6, 7 and 8 linking this to familiar patterns, including symmetrical patterns
- Begin to see that numbers within 10 can be composed of '5 and a bit'.
- Comparing sets - equal and unequal.
- Compare mass, capacity, length and height.

Spring 2

- Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.
- Continue to consolidate their understanding of cardinality, working with larger numbers within 10
- Become more familiar with the counting pattern beyond 20.
- Explore the composition of odd and even numbers.
- Link even numbers to doubles
- Explore the composition of numbers within 10.
- Compare numbers using reasoning.
- Repeating and recreating patterns.
- Time - ordering and sequencing events.

Specific Area: Expressive Arts and Design

Spring 1

- Create collaboratively sharing ideas, resources, and skills.

Spring 2

- Watch and talk about dance and performance art, expressing their feelings and responses.

Possible Ideas and Mini Themes

Comparing places,
Polar regions and the rainforest/jungle,
Under the sea,
Space,
Then and Now,
Chinese New Year,
Valentine's Day,
Easter,
Seasonal changes - Winter/Spring