

Spring 2	<h1>Year R</h1> <h2>If you go down to the woods today...</h2>	
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The Big Question ...

Why do we have woodland areas?

The Big Idea (overview)...

The children will use previous experiences and talk about woodland areas that they have visited. They will talk about why we have woodland and forest areas and which animals live there. They will talk about what happens when a forest area is destroyed and how this damages the landscape and is a danger to animals. We will talk about the importance of woodland areas for local wildlife and creatures. We will talk about the importance of visiting natural areas for our well-being.

Deep conceptual learning:	Why is this important to an RCPA child?
Children will understand what a woodland looks like and which animals live there. They will describe the different parts of a woodland and identify different types of wildlife, plants and trees. They will talk about the importance of trees and woodland areas. The children will think about the importance of woodlands for wildlife and plants.	Our children need to know why it is important to have green spaces, especially in a town and how this type of environment is a habitat for many different plants and animals.

Links to prior learning:	Global Goals for Sustainable Development previously studied:
Autumn 2 Our Local Area	All EYFS global goals would have been introduced in nursery (for those who attended our nursery) but not looked at in detail Autumn term =

Termly Global Goals for Sustainable Development focus:

School Grounds

Biodiversity

Litter

Water

Key Questions:

What would you find in a woodland?
 Which creatures can be found at different times of the day, in a woodland?
 What plants grow in a woodland?
 Do all minibeast babies look like their adult version?
 How do minibeasts change over time?

Metacognition:



Non negotiable Ned, Communicating Claude, Give it a go Gertie and Persevering Pete, Superpower Sam, Concentrating Cuthbert and Teamwork Tallulah will be recapped. Curious Connie, Improving Izzy and Connections Clive will be introduced.

Oracy and Communication:

Physical	Linguistic	Cognitive	Social & Emotional
<p>I speak clearly so I can be easily understood.</p> <p>I understand that I need to look at who is talking to me and think about what they are saying.</p>	<p>I can use longer sentences with detail.</p> <p>I can use new vocabulary in the correct way.</p> <p>I can use the correct tense including some irregular past tense words.</p> <p>I can speak in full sentences and join sentences together with 'if', 'so', 'because' or 'could'.</p>	<p>I can list and describe events with some detail.</p> <p>I can ask and answer 'what', 'where' or 'when' questions.</p> <p>I understand and use a range of words to describe time, shape, texture, size and use them in context.</p> <p>I can start and stay on topic when I have a conversation.</p> <p>I understand and can follow three-part instructions.</p>	<p>I can express myself effectively, showing awareness of the listener.</p> <p>I listen attentively and respond appropriately.</p> <p>I take turns and wait for others to finish talking.</p> <p>I can give details that I know are important.</p> <p>I can listen and understand instructions whilst taking part in another task.</p>



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		I can use language to communicate for a range of reasons e.g. ask, persuade, negotiate, give opinions and discuss ideas or feelings.	I can answer 'how' and 'why' questions, offering an explanation.
<p>Ideas for Oracy and Communication Would you rather – linked to Literacy stories How we can change stories Talking in full sentences</p>			
Building the Community:		Change / Personal Growth:	
Visit school Forest School area and complete outdoor art Visit to local woodland e.g. Arlington Court to explore habitats		How the decisions we make impact the world around us Developing the forest school area within the school grounds Why woodland is important for animals and how we need to protect as housing developments grow	
Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):		Key Vocabulary:	
Monkey Puzzle by Julia Donaldson Eric Carle stories e.g. The bad-tempered ladybird, The very hungry caterpillar, The very quiet cricket Snail Trail The Gruffalo I love bugs by Emma Dodd Julia Donaldson books e.g. What the Ladybird Heard, Superworm, Spinderella Non-fiction books about woodlands, minibeasts Poetry – Mad about Minibeasts		Minibeasts Wildlife Plants Change Environment, climate Choices, impact	
		Key Experiences:	
		Visit to a woodland Visit from Really Wild Learning – minibeasts to start off the topic	
Opportunities for revisiting learning in the future:			
Year 1 – Claws, Paws, Wings & Fins – animals and habitats Year 2 – Mysteries of the Rainforest – habitats, minibeasts			

Area of learning	Children could....	Children in Reception will be learning to...
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<h3>Personal, Social and Emotional Development</h3>	Self-Regulation	Turn taking activities throughout the day Use the visual timetable to help understand the day's activities Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.	<ul style="list-style-type: none"> ● Express their feelings and consider the feelings of others ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others.
	Managing Self	Open ended activities inside and outside Talk about learning behaviours e.g. perseverance, sharing etc	<ul style="list-style-type: none"> ● Express their feelings and consider the feelings of others ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Manage their own needs. ● See themselves as a valuable individual. ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ● Physical activity ● Healthy eating ● Toothbrushing ● Sensible amounts of screen time ● Having a good sleep routine ● Being a safe pedestrian
	Building Relationships	PSHE programme - see individual lessons	<ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Think about the perspectives of others.
<h3>Communication and Language</h3>	Listening, Attention and Understanding	Listen to BBC radio extracts for drama and story Listen to stories and rhymes shared in class	<ul style="list-style-type: none"> ● <u>Talk about listening and why it is so important</u> ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Learn rhymes, poems and songs. ● Listen attentively, move to and talk about music, expressing their feelings and responses.

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	<p>Speaking</p>	<p>What does our local woodland area look like now, in the past and what it might look like in the future? Memory games Use prepositions Retell familiar stories e.g. The Very Hungry Caterpillar Talk about minibeasts, trees and plants that can be found in a woodland Describe a woodland area Walk in a woodland area and explore the plants, wildlife and trees Look carefully at trees e.g. discuss height, width of trunk, types of tree How do we know how old a tree is? Why are trees chopped down? What is wood used for once a tree is cut down? Talk about what can be seen, touched, heard and smelt in a woodland Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p>	<ul style="list-style-type: none"> ● Learn new vocabulary (this is relevant in all areas) ● Use new vocabulary through the day ● Ask questions to find out more and to check they understand what has been said to them ● Articulate their ideas and thoughts in well-formed sentences. ● Describe events in some detail. ● Develop social phrases. ● Use new vocabulary in different contexts. ● Connect one idea or action to another using a range of connectives. ● Engage in storytimes. ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
<p>Physical Development</p>	<p>Gross Motor Skills</p>	<p>Get Set for PE lessons (Dance Unit 2) Create obstacle courses Use large construction equipment Use large equipment in the hall and move their body in different ways Move their body in different ways. Use small equipment safely and with increasing control. Basic gymnastic skills e.g. front support, back support, different types of jumps and rolls Use brushes outside to sweep the floor Work together to build using different materials e.g. crates</p>	<ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing ● Progress towards a more fluent style of moving, with developing control and grace. ● Combine different movements with ease and fluency. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Use their core muscle strength to achieve a good posture when

			<p>sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Develop overall body-strength, balance, co-ordination and agility. ● 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. ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <ul style="list-style-type: none"> ● Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
	<p>Fine Motor Skills</p>	<p>Using different size pencils and paintbrushes in a variety of activities Create inside a shoebox a forest scene Scissor skills activities to create minibeasts using different materials Create simple drawings of minibeasts, forests etc Continue to work on scissor skills Use the dustpan and brush to sweep up the sand Use a mouse, touch screen or appropriate access device to target and select options on screen. Play on a touch screen game and use computers/keyboards/mouse in role play Type letters with increasing confidence using a keyboard and Mini Surface.</p>	<ul style="list-style-type: none"> ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Develop the foundations of a handwriting style which is fast, accurate and efficient. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.


			<ul style="list-style-type: none"> ● Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (RCPA ICT Curriculum)
<p>Literacy</p>	<p>Comprehension</p>	<p>Retell stories shared in class Create labelled diagrams e.g. what can be found in a woodland? Use information books to help support language</p>	<ul style="list-style-type: none"> ● Listen to and talk about stories to build familiarity and understanding. ● Engage in story times. ● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ● Engage in non-fiction books. ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ● Learn new vocabulary and use within the day ● Use new vocabulary in different contexts. ● Listen carefully to rhymes and songs, paying attention to how they sound.
	<p>Word Reading</p>	<p>Storybook reading – based on phonic sound and word reading assessments Use decodable books and continue to read in pairs/ small group reading Read alien/ no nonsense words linked to daily phonics graphemes</p>	<ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read some letter groups that each represent one sound and say sounds for them ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where

			<p>necessary, a few exception words.</p> <ul style="list-style-type: none"> ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Learn rhymes, poems and songs.
	Writing	<p>Drawing own pictures of woodlands including animals and add labels Write simple sentences about minibeast e.g. colour, legs etc</p>	<ul style="list-style-type: none"> ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ● Re-read what they have written to check that it makes sense.
Mathematics	Number	<p>White Rose programme Graphs e.g. Tree identification, minibeasts seen Compare the height of trees Compare the length of different sticks</p>	<ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. ● Compare numbers. ● Understand the 'one more than/one less than' relationship between consecutive numbers.
	Numerical Patterns	<p>White Rose programme</p>	<ul style="list-style-type: none"> ● Explore the composition of numbers to 10 e.g. 2, 3, 4 and 5 first ● Automatically recall number bonds for numbers 0–10. ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity.




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<h3 style="margin: 0;">Understanding the World</h3>	<p style="color: #800080; margin: 0;">Past and Present</p>	<p>Find out about our local area now and in the past. How long has there been a woodland? What did it used to look like? What might it look like in the future?</p> <p>Talk about local woodland areas and walks that the children have been on. Look at photographs. Fruit trees in our local environment – what changes can you see in the trees?</p> <p>Look inside the bug hotel made in Spring 1 in the Forest School area – what animals have made this their home?</p> <p>Forest school area – which creatures enjoy living here? Which plants are they attracted to?</p>	<ul style="list-style-type: none"> ● Connect one idea or action to another using a range of connectives. ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past.
	<p style="color: #800080; margin: 0;">People, Culture and Communities</p>	<p>Discovery RE Weekly Lesson Spr 2- What is Easter?</p> <p>Who works in a woodland area? What different jobs do they do? E.g. carpenter, caretaker</p> <p>How do you celebrate Easter? What do you do as a family? E.g. Pancake Day, Easter egg hunts Is Easter celebrated in the same way all over the world?</p> <p>What different animals live in a woodland in different countries?</p> <p>Historical Association Enquiry 3: What are our favourite celebrations each year? (see separate lessons – this will be taught throughout the year at different celebrations)</p>	<ul style="list-style-type: none"> ● Find out about and respond with ideas to examples of co-operation between people who are different. (RCPA RE Curriculum) ● Recognise that people have different beliefs and celebrate special times in different ways. ● Know about similarities and differences between themselves and others ● Draw information from a simple map. ● Understand that some places are special to members of their community ● Recognise some similarities and differences between life in this country and life in other countries.
	<p style="color: #800080; margin: 0;">The Natural World</p>	<p>How can we make things better for our local woodland? E.g. put litter bins, encourage rubbish to be taken home, make signs</p> <p>Look at the changes in our Spring bulbs and discuss. Draw and paint flowers.</p> <p>Plant different seeds.</p> <p style="background-color: yellow;">E safety Barefoot Bytes 'Springtime' - see separate lessons</p> <p>Investigate what happens when soil and water mix</p> <p>Role play a small woodland scene with animals, leaves, bark etc</p>	<ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Understand the effect of changing seasons on the natural world around them. (RCPA Science Curriculum) ● Recognise some environments that are different to the one in which they live. ● Know about similarities and differences in relation to living things

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		<p>Talk about the changes in the Spring weather. What do we need to wear? What is the weather like? Life cycles e.g. Butterflies, frogs, acorn Look at different types of nests and talk about where birds make their nests and why. Look at different types of eggs. Make bird feeders and hang in our school environment. Talk about why birds need more food during the winter. Look at frogspawn and have some in the outside area for children to look at and see the changes Identify and use vocabulary for the different types of weather.</p> <p>Global links: School Grounds – how we can develop areas to create homes for minibeasts. Biodiversity – exploring the minibeast that live within different environments Litter – reducing our litter and litter pick as we become more aware of the impact on minibeasts in the environment Water – effects of water use on the world and how we can save and reuse water Access art activities:</p> <div data-bbox="1041 852 1266 1073" data-label="Image">  </div> <p style="text-align: center;">Insect Hotels (accessart.org.uk)</p>	<ul style="list-style-type: none"> ● Make observations of animals and plants and explain why some things occur and talk about changes. ● <i>Makes links between human actions and impact on land/animals. (RCPA Geography Curriculum)</i> ● Makes simple links between human actions and impact on land/animals (RCPA Geography Curriculum)
<p>Expressive arts and design</p>	<p><i>Creating with Materials</i></p>	<p>Create junk models of minibeasts, nocturnal animals Create clay or salt dough hedgehogs Painting of forests and woodlands, mixing own colours Make prints of leaves Outdoor art e.g. Make leaf necklaces, leaf bashing on calico fabric using a soft mallet, natural wind chimes Drawings of different plants in our school environment</p>	<ul style="list-style-type: none"> ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them.

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		<p>Being able to describe and explain what they have created Mix different shades of green (use paint charts) Look at the work of -Joseph Redoute (botanical drawings) Use a painting app and explore the paint and brush tools Access art activities: Collaging with Wax Crayon Rubbings (accessart.org.uk)</p>  <p>Let's Start With... Collage (accessart.org.uk)</p>  <p>Drawing Spiral Snails (accessart.org.uk)</p> 	<ul style="list-style-type: none"> ● Create collaboratively, sharing ideas, resources and skills.
	<p>Being Imaginative and Expressive</p>	<p>Sing Up Weekly Music Lesson Spring 2 – Five Fine Bumble Bees & Up and Down Role play Investigate music instruments</p>	<ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Use instruments and body percussion to make woodland sounds
Continue to use drama techniques within English lessons and free play opportunities
Consider creating a stage in the outdoor area
Sing songs linked to the woodland

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

(RCPA Music Curriculum)

- Explore the range and capabilities of voices through vocal play.
- Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi)
- Improvise: develop a sense of beat by performing actions to music
- Improvise: enjoy moving freely and expressively to music.
- *Listen to a piece of classical music and respond through dance
- Sing a call-and-response section and change voices to make a buzzing sound
- Play an accompaniment using tuned and untuned percussion instruments and recognise a change in tempo
- Compose / improvise a vocal and physical sound scape about minibeasts



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