

Sparrow Farm Infant School - Mid Term Topic Plan - Spring 2 - **Why is life precious?**

Date	W1 22.02.21	W2 01.03.21	W3 08.03.21	W4 15.03.21	W5 22.03.21	W6 29.03.21
Communication and Language (speaking, listening and understanding)	<p>Uses language to imagine and recreate roles and experiences in play situations. (Continuing with Vet's, pet shop, Farm shop, Ahhhhh, spider, Yucky Worms)</p> <p>Introduces a storyline or narrative into their play.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention - can listen and do for short span.</p> <p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>					
	<p>Talk about insects- Do they like them or not? Maintains more attention during circle time and focussed activities.</p> <p>Recreate their own farm shop giving instructions to their friends.</p> <p>Share what they know about butterflies.</p>	<p>Recreate role play and use the appropriate language to communicate with friends.</p> <p>Join in with the refrains in the book.</p> <p>Share what they know about spiders.</p>	<p>Understand how the story is funny.</p> <p>Predict what will happen next.</p> <p>Read other stories about insects and join in with repeated refrains.</p>	<p>Create their own story about an insect and share with the class. Change and make characters to extend their play.</p>	<p>Talk about their art work and explain what they liked about making it.</p> <p>Follow 2 part instructions during circle time games.</p>	<p>Listen to the Easter story and ask questions/make comments.</p>
Personal, Social and Emotional Development (Self Confidence and Awareness, Managing Feelings and behaviour and Making relationships)	<p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p>					
Physical Development (Health and Self Care and Moving and Handling)	<p>Shows understanding of how to transport and store equipment safely.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>					
	<p>Label pictures and write sentences with good tripod pencil grip.</p> <p>Create an outdoor farm using construction materials safely and with increasing control.</p>	<p>Talking about being careful when being around insects.</p> <p>Continue to change independently for PE.</p>	<p>Talk about exercise and its effect on their bodies and the positive contribution it can make to their health during PE. Can they feel their heart beat?</p>	<p>Creates a wormery using tools and objects carefully.</p> <p>Talk about basic hygiene when going to the toilet or touching animals.</p>	<p>Practise jumping off an object and landing on 2 feet.</p> <p>Create their own obstacle course and navigate around it changing their speed.</p>	<p>Create their own obstacle course and navigate around it changing their direction.</p>

Reading	<p>PoR Focus text: Aaaarrgghh, spider by Lydia monks Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. <p>Other texts: A range of non-fiction books about spiders. The Very Hungry Caterpillar - Eric Carle The Very Busy Spider- Eric Carle</p>			<p>PoR Focus text: Yucky Worms by Vivian French Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. <p>Enjoys rhyming and rhythmic activities</p> <p>Other texts: 'Superworm' by Julia Donaldson - 'Worms (Dirty Bertie)' by Alan MacDonald - 'Diary of a Worm' by Doreen Cronin - 'Don't Poke a Worm Till it Wriggles' by Celia Warren - 'Eddie's Garden: and How to Make Things Grow' by Sarah Garland - 'Grandpa's Garden' by Stella Fry and Sheila Moxley Non-fiction: - 'Wonderful Worms' by Linda Glaser - 'The Worm (Disgusting Critters)' by Elise Gravel - 'Wiggling Worms at Work (Let's-Read-and-Find-Out Science 2)' by Wendy Pfeffer and Steve Jenkins</p>			
Recapping phase 3 sounds in letters and sounds.							
Phonics	<p>LCP Phase 3 Week 1 New sounds: j v w x HFW: he, we, me, be</p>	<p>LCP Phase 3 Week 2 New sounds: y, z HFW: the, and, to, I</p>	<p>LCP Phase 3 Week 3 New sounds: zz HFW: so, no go</p>	<p>LCP Phase 3 Week 4 New sounds: sh, ch, th HFW: no, so, go, the, and, to, I.</p>	<p>LCP Phase 3 Week 5 New sounds: ng, nk HFW: Recap HFW</p>	<p>LCP Phase 3 Week 6 New sounds: ai, ee, oa HFW: she, all</p>	
Writing	<p>Gives meaning to marks they make as they draw, write and paint. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>						
	<p>Re-tell the story Aaaaaahhhhhh, spider! Label pictures with initial sounds/ captions/sentences.</p>	<p>Write what they know about spiders using initial sounds/ the sounds they can hear/ captions/ sentences.</p>	<p>Write facts about what they have found out about spiders and make simple information books using initial sounds/ the sounds they can hear/ captions/ sentences.</p>	<p>Draw a worm. Write simple captions or sentences using the sounds they can hear about what they think of worms and why they think that. I like... I do not like...</p>	<p>Write how to make a wormery. Use simple language, put, add.</p>	<p>Draw an insect and label it. Challenge: Write a poem about earthworms using initial sounds/ the sounds they can hear/ sentences..</p>	
Mathematics (Number and Shape, Space and Measure)	<p>Shows an interest in number problems Recognises and selects correct number to 5, then 10 and beyond. Knows addition vocabulary.</p>		<p>Shows an interest in number problems Recognises anything can be counted Recognises and selects correct number to 5, then 10 and beyond.</p>		<p>Using everyday language to compare height/length Orders by height/length</p>	<p>Recognises and selects correct number to 5, then 10 and beyond. Counts objects to 10. Finds one less from a group. Counting back</p>	<p>Recognises and selects correct number to 5, then 10 and beyond. Counts objects to 10 Uses more and fewer language Finds total number of items in two groups Begins to solve problems.</p>
	<p>WR: Number bonds to 5 Numberblocks Episode 12 Activity: Beanbag throwing</p>	<p>WR: Number bonds to 5 Song: 5 Speckled Frogs Activity: Numicon different way to find 5</p>	<p>WR: Number and place value- Numbers to 10 Song: 1,2 buckle my shoe Sort objects into 6,7,8. E.g. cupcake tray, numicon or dominoes.</p>		<p>Comparison of length/height of worms. Measuring</p>	<p>WR: Number and place value -Numbers to 10 Counting forwards and backwards from 10. Represent 9, 10 with hands, beads and cubes.</p>	<p>WR: Number and place value- Numbers to 10 Counting forwards and backwards to 10. Which dominoes have 7,8,9,10 Dominoes: Who has more/fewer spots?</p>
Understanding the World (People and Communities, The World and Technology)	<p>Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change They make observations of animals and plants and explain why some things occur, and talk about change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>						

	Sing Incy Wincey Spider Talk about lifecycle of butterfly	Talk about Spring What flowers and plants grow? E.g. Tulips. Germination Grow different seeds.	Planting experiment Which seeds grew fastest/tallest? Did you use cotton wool or soil?	Why are plants/trees important to us? Design a simple poster about how to look after our planet Earth.	Complete a drawing activity on the IWB. Show the children how you select icons on the screen. Model an example of an Easter egg/flower etc	Easter egg rice krispies Compare liquid and changes makes when cooling.
Expressive Arts and Design (Exploring Using Media and Materials and Being Imaginative)	<p>Explores the different sounds of instruments. Explores colour and how colours can be changed. Constructs with a purpose in mind, using a variety of resources. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Plays alongside other children who are engaged in the same theme. Uses available resources to create props to support role-play Plays cooperatively as part of a group to develop and act out a narrative.</p>					
	Learn Incy Wincy song. Clap the rhythm using drums.	Make some tulips for St David's day -Create orange or green. Use different materials. E.g. lids, card, paint	Make a spider using materials. E.g. pipe cleaners, goggle eyes. Ext: Design a spider web and use tissue paper, glue and various materials.	Create a butterfly Ext- use gum paper or paint to create a symmetrical butterfly.	Create lollysticks puppets for role playing favourite characters.	Design an Easter Egg - Cut around a template design of an egg. - Decorate making patterns.
Special events	Shrove Tuesday (Pancake day) 25th	World book Day? Caterpillar life cycle St David's Day	Mother's Day			Lead up to Good Friday and Easter