

Class	Spring 2
	Community - Empathy

Our vision states that we aspire to show **love for one another**. This is an application of empathy, which enables us to **live and work in harmony** in our **community of life-long learners**.

R	Yuck or Yummy Empathy in understanding each other's preferences
Y1	Terrific Toys What were our Grandparents' toys like?
Y2	Chocolate How trade impacts communities
Y3	Stone, Bronze and Iron Ages Communities here long ago
Y4	The Boy at the Back of the Class How can we build a community where all are welcome?
Y5	Egyptology Empathy of contrasting beliefs and approaches
Y6	The Vikings - fearsome raiders or farmers and traders; are we fair to the Vikings? Understanding communities that settled here long ago.

Neurons:

Prior Learning - YN: Exploring my world...at home and beyond. Discovering what I / others like
Future Learning - Y1: Exploring how peoples' lives differ now and in the past

Physical Development:

Gymnastics: Jumping Jacks and Rock and Roll / Gym in the Jungle
Healthy Eating and Keeping Fit
Fine Motor Skills (craft activities linked to topic)

Personal, Social and Emotional Development:

Citizenship: Me and My World

- At school, at home and in the neighbourhood, Caring for living things / Financial capability

Understanding the World:

Exploring Life in Kenya (contrasting community) - comparing to Polar Regions / home. Looking at similarities, differences, patterns and change around the world. What does fairtrade mean?
Using senses to explore food / observing changes to materials (through cooking)
Continued exploration of spring traditions, festivals and celebrations in our families / around the world
Shelford
Science Week

Great and Little Shelford



Communication and Language:

Listening to stories and rhymes - 'The Gingerbread Man'/'The Runaway Chapatti'/'Handa's Surprise'/'Oliver's Vegetables'/'Oliver's Fruit Salad' / The Giant Jam Sandwich / The Easter Story
'Writing' and acting out stories (developing expressive vocabulary). Sequencing stories, showing understanding of characters.
Show and tell - developing confidence talking to an audience

Yuck or Yummy?!

Expressive Arts and Design:

Creating sun-catchers, 3D models, textured collages, silly sandwiches and pineapples / people chains
Sculpting using clay and plasticine
fruit / coil pots. Modelling using junk modelling and construction toys
Drawing and painting from observation
Topic songs, rhymes, dance and role play / responding to 'African' music

We will also be learning:

- RE: Understanding Christianity: Salvation Unit. Why do Christians put a cross in an Easter garden?
- Forest School: expanding social, physical, intellectual, communication, emotional and spiritual development whilst exploring own ideas in the natural world
- Computing: Topmarks games / choosing ICT for a purpose e.g. cameras / lightbox. Developing competence using 'Mini Mash' (Purple Mash) to explore and record.
- Picture News: discussing weekly topical news

Literacy:

Phonics - 'Letters and Sounds' Continued revision of Phase 2 and Phase 3 Phonics - Blending and segmenting single syllable CVCC/CCVC words (including Phase 3 digraphs) and 2 syllable words
Handwriting - Developing confidence forming cursive letters in letter families
Writing captions / simple sentences / poems / lists and labels - applying phonics knowledge to writing

Maths:

Building 9 and 10
Representing, comparing, creating, 'subitising' and writing numbers. Making pairs and combining 2 groups. Identifying patterns. Exploring number bonds to 10. Consolidate rote and rational counting to 10 and beyond, ordering numbers and identifying missing numbers, solving simple equations / verbal word problems
Continue number rhymes & songs to 10
SSM: Exploring 3D shapes and pattern