

What are we learning?



Key Themes and books



LEARNING BOOKS
CULTURAL CAPITAL & ENRICHMENT
EXPERIENCES

Animals around the world, Life cycles, habitats, diets, Climates, Hibernation, Night and day animals, Animal patterns, David Attenborough, Shrove Tuesday, Spring and Easter. (May change with children's interests)

Key learning

We will learn about different animal species and their habitats. We will learn specifically about animals which are native to African countries and compare this to animals which live in the United Kingdom. We will sort animals by different criteria, learning about their size, what they eat and when they sleep. We will also learn about the important work of naturalist Sir David Attenborough.

This will help us when we learn about the following in class 2:

Animals including humans, living things and their habitats, what do we find in places where land meets sea? And why don't penguins need to fly?

Key Vocabulary

Animal-A creature that lives and moves

Habitat-Where an animal lives

Classify-To group animals by what they have in common

Herbivore-An animal that eats only plants

Carnivore-An animal that eats only meat

Omnivore-An animal that eats both plants and meat

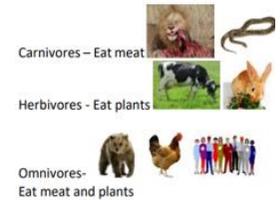
Diet-The food an animal eats

Nocturnal-An animal that is more active during the night

Hibernation-Sleeping for the winter

Life-cycle-The series of changes in growth and development of an organism

Animal Diets:



Personal Social and Emotional Development

Express feelings:

Express their feelings and consider the feelings of others. Talk about some of the ways animals make us feel.

Manage behaviour:

Identify and moderate their own feelings socially and emotionally.

Self-awareness:

Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.

Independence:

Manage their own needs.

Collaboration:

Work and play cooperatively and take turns with others e.g. in the role play vet's

Social skills:

Seek out others to share activities and experiences.

Revisit/ ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary Listen to others, speak to peers and adults and engage in discussions in a positive way

All Creatures Great and Small

Reception
Spring Term 2
2026



Maths-Building 9 and 10

9 and 10

Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Arranging 9 or 10 items into small groups will support the children to conceptually subitise these larger numbers and explore their composition.

Comparing numbers to 10

Children continue to make comparisons by lining items up with 1-1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order.

Bonds to 10

The children explore number bonds to 10 using real objects in different contexts. E.g. There are 10 apples. How many in the tree and how many on the ground? 10 frames or egg boxes (with 10 holes) can be partially filled with objects and the children asked How many more do we need to make a full ten?

3D Shape

Children should be given opportunities to build using a variety of shapes and to construct their own 3-D shapes in different ways. Children can be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them as they play and to sort them according to what they notice.

Pattern (2)

Build on the children's earlier AB pattern work by introducing more complex patterns. The children explore patterns which use items more than once in each repeat for example ABB, AAB, AABB, AABBB.

Communication and Language

Listening:

Listen carefully to rhymes and songs, paying attention to how they sound.

Listen to and talk about stories to build familiarity and understanding.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Attention:

Maintain attention in new situations e.g., whole school assembly or PE sessions in

the hall. Shift attention when required e.g., when given a clear prompt - 'name'.

Respond:

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Understanding:

Follow instructions or a question with 2 parts in familiar situations

Speaking:

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Physical Development

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

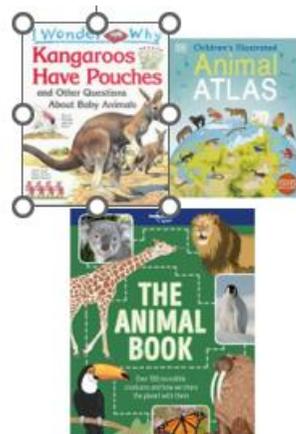
Gross Motor Skills:

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Fine Motor Skills:

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.

ANIMALS



Charanga Songs:

Old Macdonald
Incy Wincy Spider
Baa Baa Black Sheep
Row, Row, Row Your Boat
The Wheels On The Bus
The Hokey Cokey



Understanding The World

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. (Revisit/ongoing throughout the year)

Technology: Introduce Walkie talkies in role-play. Using the recordable devices to record.

Observation: Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. (Revisit/ongoing throughout the year)

Enquiry

Explore the natural world around them. Describe what they see, hear and feel whilst outside. Using different sources to find out information about animals and their habitats. Finding out about David Attenborough and his work. **Science:** Make predictions, predict their outcome and carry out an investigation. Compare findings

Mapping

Draw and explain a simple map and talk about some features

Use technology e.g., a BeeBot and begin to show spatial awareness; use positional language i.e., under, beside, on top of etc.

Chronology

Talks about significant historical events and how things were different in the past.

Respect

RE: Why do Christians put a cross in an Easter Garden?

Expressive Art and Design

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups (Revisit/ongoing throughout the year)

Create collaboratively sharing ideas, resources, and skills.

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in their pretend play.

Artist study: Yayoi Kusama (Japanese artist) and create own images



Literacy

COMPREHENSION

Use picture clues to help read a simple text.
 Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.
 Show understanding of some words and phrases in a story that is read aloud to them.
 Express a preference for a book, song or rhyme, from a limited selection.
 Play is influenced by experience of books (small world, role play).

WORD READING

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.

Phonics

Phonic Sounds: Little Wandle Phase 3
 Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting (ongoing throughout the year).

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.



Emergent writing:

Spell words by identifying the sounds and then writing the sound with letter/s.

Composition:

Orally compose a sentence and hold it in memory before attempting to write it.

Spelling:

Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. Spell phase 2 tricky words.

Handwriting:

Form letters correctly.

Writing in response to a text:

Describe characters from familiar stories. Writing captions to go with pictures from a story. Writing new pages for additional animals based on 'The Zoo Vet'.



Ways to support at Home

- Read and share stories every day. *Books are changed after they have been read 3 times in school.* Please remember to record all reads in Reading Records.
- Practice saying and writing your sounds speedily. Learn your new sounds (phase 3 digraphs/trigraphs). Can you write a word containing these?
- Practice tricky words daily
- Practice writing your name and other words. It is important the children are encouraged to form their letters correctly.
- Look for signs of Spring, what new life can you spot when your out and about?
- Ask your child ‘What does it mean to feel proud?’ Talk about something they have done that makes them feel proud.
- Can you use items at home to make a repeating pattern? You could choose ABB, AAB, AABB or ABBBB.
- Practice counting forwards and backwards to 10. Count out 10 toys and see how many different ways you can split them into 2 groups.
- Find out about your favourite animal, why do you like them? what do they eat? what is their habitat?
- Have a mini-beast hunt in your garden, how many different ones will you find? Can you draw a picture and label them?
- Preparing for show and tells linked to our topic (Tuesdays)



Scan the QR code to practice Dough Disco at home