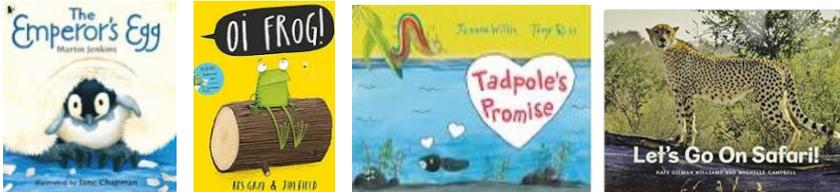


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| <p>What are we learning?</p>  | <p>Key Themes and books</p>  | <p>Key Experiences</p> <p>School Gardening sessions – plant seeds Forest Schools Sessions. Weather Experiments – Seasons (Spring/Summer) Animal visits (community volunteers)</p> |
| <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Looking after my special people: I know that caring relationships are at the heart of happy families. Looking after my friends: I know what makes a good friend. Being helpful at home and caring for our class. Caring for our world. Healthy Eating/Oral Hygiene .  | <p style="text-align: center;">Let's Go On Safari!</p> <p style="text-align: center;">Reception (Maple Class) Spring Term 2 2026</p> | <p>Maths (White Rose Maths) (Book 10 Black Spots)</p> <ul style="list-style-type: none"> Building 9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape <p>Consolidation (respond to what children need more support with)</p>  |
| <p>Communication and Language</p> <ul style="list-style-type: none"> Retell a story with story language I can listen and engage in non-fiction texts I can articulate my ideas and thoughts into well-formed sentences. Recite rhymes, poems and songs. <p>I can ask questions to find out more.</p>  <p>Communication and Language</p> <ul style="list-style-type: none"> Explore Vocab I can learn and recite, poems and songs. I can listen to, engage in and talk about non-fiction books. I can use the iPad to take a photograph and find information. I can describe events in some detail: frog life cycle, animal visits, nature in the outdoor environment.  | | <p>Understanding the World</p> <ul style="list-style-type: none"> Growth & Change: frog life cycle. I can show care and concern for living things in the environment. I can start to develop an understanding of growth, decay and changes over time. I can talk about some of the things I have observed such as plants, animals, natural and found objects. What can we do here to take care of animals around the world? Compare animals from a jungle, safari and a farm. Environments /habitats – Nocturnal animals. Compare hot and cold climates.  <p>RE/Festivals</p> <ul style="list-style-type: none"> What times are special and why? Which stories are special and why? Church at Easter – Palm Sunday, Passover <p>What places are special and why?</p> |

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| <p>Physical Development</p> <ul style="list-style-type: none"> ● PE- Specialist PE Sessions ● Follow the rules of a game ● Use a racket ● I can join in with a game |  | |
| <p>Literacy</p> <ul style="list-style-type: none"> ● Listen and enjoy sharing and joining in with a wide range of books, poems and songs. ● Develop listening and speaking skills in a range of contexts. ● Write recognisable letters and begin to form these correctly. ● I can repeat words or phrases to check my reading ● I can read and understand simple sentences and explain what I have read. ● I can use my phonic knowledge to read all Phase 2 words and some Phase 3 words containing the sounds – ai, ee, igh, oa, oo, oi, ow, ar, or, er,ur, air, ear |  | <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> ● Rousseau’s Tiger - animal prints, designing homes for hibernating animals, collage owls and symmetrical butterflies. ● Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks, paper cup animals. ● Shadow Puppets. ● Observational drawings of animals – minibeasts  |