

Half term plan 2025



Year group: Reception

Topic: Amazing Animals

Date: Spring 2

Personal, social and emotional development

The children will:

- Continue to care for and look after resources including putting things back where they belong and tidying up at the end of sessions.
- Continue to understand the need to share and take turns.
- Play games with an adult involving taking turns, waiting for others to have a go and understanding the rules of a game.
- Continue to follow the class and school rules including our behaviour policy and Class Dojo.
- Continue to work on the behaviour required for different situations e.g. carpet time, dinner time, play time.
- Continue to explore emotions and understand how to deal with and what to do if someone upsets us or makes us angry.

Physical Development

The children will:

- Negotiate space successfully when playing racing/chasing games, adjust speed or change direction to avoid obstacles.
- Travel around, under, over and through equipment.
- Continue to work on fine motor and scissor skills.
- Continue to write their name with correct letter formation.
- Start to use correct letter formation for all set 1 sounds using the schools handwriting scheme.
- Independently put on coat, zip it up and put on own shoes.
- Continue to use equipment and tools safely including tidying up and putting them away.

Communication and Language

The children will:

- Be given opportunities to speak and share ideas in groups and during continuous provision.
- Children will describe events in some detail.
- Be given topic specific vocabulary and vocabulary from stories to build up their language.
- Be shown how to use language in their play and build up a story line or narrative.
- Continue to listen appropriately during carpet times.
- Continue to listen more to other children's ideas.
- Follow an adult's instruction first time.

Mathematics

The children will:

- Explore and compare height
- Start to talk about time
- Represent and sort 9 and 10.
- Order numbers to ten.
- Explore the composition of 9 and 10.
- Consolidate learning of numbers to 10.
- Count backwards from 10.
- Count orally to 20.
- Compare numbers within 10 and make number bonds to 10.
- Build and match 3d shapes.
- Explore patterns.

Literacy

Reading

Children will:

- Retell stories using pictures and objects as prompts.
- Continue to talk about characters and settings (habitats).
- Continue to explore illustrations and print in the environment through accessing the reading corner.
- Listen to and talk about stories during story time (Talk Through Stories).
- Listen to non-fiction books to learn about different animals and environments around the world.

Phonics

Some children will:

- Read set 1 sounds at speed including special friends.
- Orally segment and blend CVC words independently.
- Read tricky red words, words with 4 sounds and nonsense (alien) words.
- Begin to read short captions (ditties).

Some children will:

- Continue to learn and read set 1 sounds.
- Orally segment and blend independently.
- Be supported to segment a word into sounds and blend the sounds together.
- Start to read some green and red words with support.

Writing

The children will:

- Continue to mark make both inside and outside of the classroom using different tools and resources.
- Write their name independently or using a name card for support.
- Continue to write set 1 sounds using correct letter formation in accordance with the school's handwriting scheme.
- Use different sensory resources to form letters e.g. sand, salt, rice.
- Continue to use Fred talk to count and write sounds in CVC words, words with 4 sounds and tricky red words.
- Be supported to write a sentence using correct formation, finger spaces and a full stop.
- Start to write more CVC words independently in provision.
- Talk about what they want to write before they write it.
- Understand and write non-fiction sentences about animals.
- Use words and sentences to describe story settings and animal habitats from non-fiction books.
- Understand writing for a purpose e.g. Easter cards.

Understanding the World

The children will:

- Discuss and look at particular events during this time including Lent, Good Friday and Easter.
- Explore the weather and temperature in different parts of the world and use maps and globes.
- Compare hot and cold places to their own environment.
- Understand that different animals live in different habitats and their bodies have 'adapted' to live in that environment.
- Look at the difference between wild animals (in a variety of environments), those that are cared for (e.g. on a farm) and those that are domesticated (pets).
- Look at the role of people who care for animals e.g. farmers, zoo keepers and vets.
- Observe animal patterns and camouflage.

Some of the books we will explore this half term include:

- Handa's Surprise
- The Easter Story
- A Squash and a Squeeze
- Walking through the jungle
- Farmer Duck
- The Tiger Who Came to Tea
- Hairy Maclarey
- Brown Bear, Brown Bear
- The Very Hungry Caterpillar

Expressive Art and Design

The children will:

- Explore making art using different textures and materials.
- Use different methods of printing using paint e.g. bubble wrap snakes, animal stampers, animal stencils.
- Explore animal patterns including zebra, tiger and leopard prints (spots, stripes and patterns).
- Encourage children to use their own ideas and decide what to make before they make it.
- Start to independently choose the materials and techniques they want to use.
- Continue to work on independent cutting skills.
- Engage in role play and small world opportunities to develop imagination and vocabulary.
- Explore music and dancing through planned sessions (Charanga).

Vocabulary

- Hot and cold places
- Earth
- Africa
- Maps/globes
- Habitats
- Camouflage
- Adapted
- Wild
- Life cycle
- Weather
- Temperature
- Lent
- Easter