

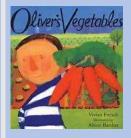


# Colton Spring 2 2024 MTP

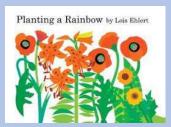
children's interests in past years)

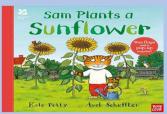
Possible topic areas (based on Spring, growing, food, planting, at the farm, spring animals.

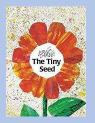
Possible Books



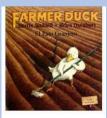
Colton Primary School Everyone Successful Everyday





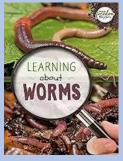


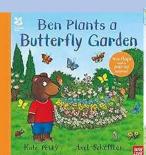
















olton Primary School Everyone Successful Everyday

#### **Objectives/ Skills** Area & Revisit/ ongoing Vocabulary/ throughout the Curriculum Goal vear Pupils to continue to understand a story using pictures and props for support. Learn and join in with Who, what familiar stories and Who is in the nursery rhymes. picture? Pupils to continue to answer who, what and where questions in relation to stories which have been read. What are they doing? What happened Pupils to continue to listen to longer stories and remember parts of what happens and continue to develop Communication next? questioning skills. and Language: Pupils to continue to join in with nursery rhymes using props for support. Pupils to now join in with others to **CURRICULUM FOR** sing LIFE: EFFECTIVE **COMMUNCATORS** Continue to develop How do you feel? skills of using gestures, Happy, sad, tired, To continue to identify different emotions such as happy, sad, tired. To begin to understand what makes you non-verbal angry, cross, excited happy, sad, angry and can begin to explain to others. communication, facial Friend, kind, share, expressions, body Personal. take turns, language, appropriate Friendship - Pupils to continue to develop friendships within the classroom. Pupils to start their journey on Social & and What could you do? language, being able to play alongside other children using talk and gestures. vocabulary; to listen to How can you help? **Emotional** Nursery 1 pupils - Pupils to settle into nursery and begin to play alongside others while explore the nursery others, speak to peers and adults and engage environment. **CURRICULUM FOR** in discussions in a LIFE: EMPATHY & SELF positive way. **AWARENESS** To continue to develop their independence skills and managing their own needs such as going to the toilet and washing their hands. To continue to become independent in putting on their own coat. Some pupils to work towards be able to fasten the zip on their coat. Healthy, food, fruit, To begin exploring healthy food choices and what this means. Pupils to also begin to understand personal vegetables, treat, hygiene such as the importance of teeth brushing. exercise, wash your Jigsaw theme - Healthy Me hands, germs, soap. To begin to understand the daily routine using visual images (New intake of pupils this term) Nursery 2 Pupils – To continue to understand the daily routine.







SKILLS FOR LIFE

# Fine motor skills

Pupils to continue to develop their fine motor skills by exploring tools and resources such as tweezers. scissors and playdough tools. Pupils to also manipulate playdough and build using various resources.

To continue with undressing and dressing themselves with putting on coats, zipping coats up and changing into outdoor shoes

Some pupils will begin to hold a pencil effectively and will begin to form some recognisable letters from their name. Some pupils to begin to hold a pencil to draw lines and circles.

Pupils to continue to enjoy mark making using oats, rice and flour.

To continue to use scissors to cut paper and cut around shapes.

## Gross motor skills

Pupils to engage in activities that will help to develop movement skills such as crawling, rolling, running and jumping.

To continue to use the apparatus and equipment safely in the hall. To continue to balance along and jump off various apparatus safely.

To continue to develop the skills needed to throw, kick and catch balls.

Continue to develop Cut, both gross and fine make, pinch, pick up, motor skills using snip, zip, buttons, various resources both pull, push. inside and outside the classroom

mark.

Run, crawl, move, jump, roll, listen, copy, follow, land, step, skip, slither.

Jump, balance,

Throw, catch, kick, low, high, under, over.







**CURRICULUM FOR** LIFE: EFFECTIVE **COMMUNCATORS &** SKILLS FOR LIFE

Pupils play to be influenced by experience of books. Pupils to engage in role play from what they have heard in stories.

Pupils to continue to enjoy drawing freely. Develop line and circle drawings and join in with pen disco sessions. This will be the main focus for Nursery 1 pupils.

Some pupils will begin and continue to form some letters from their name and also develop a comfortable pencil grip.

**T4W** – Olivers Vegetables. Pupils to listen to the story and draw what they can remember. Staff to annotate what they can recall.

#### PHONICS: RWI

Pupils to continue with Phase 1 phonic games.

Nursery 2 pupils – Some pupils continue with phase 2 phonics and introduce m, a, s, t, i, p, n, I, q, o, c, k. Pupils to explore the sound and begin forming it.

Stories read everyday in class, children to answer questions the story? about what they have Who was in the heard.

Listen, stories. What happened in story?

Listen, what can you hear? Can you hear that sound?

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Maths

**CURRICULUM FOR** LIFE: SKILLS FOR LIFE & DIGITALLY **LITERATE** 

Pupils to continue to take part in finger rhymes with numbers. Also use props i.e 5 little ducks, 5 current buns and to continue to recite number names in sequence.

Pupils to start to explore height- Introduce the pupils to mathematical language such as tall and short. Pupils to engage in activities which compare tall and short objects.

Pupils to begin to create own patterns and extend ABABAB patterns.

Number 1 and 2

Number 1-5

Nursery 1 pupils to continue to focus on numbers 1-2.

Nursery 2 - Pupils to continue to recognise and order numbers 1-5. Pupils to count out objects accurately for each number and place in order. Some pupils will explore numbers beyond 5. Pupils to begin to start making marks to represent number. Some pupils will be beginning to form numbers accurately.

Counting and number songs to be completed everyday

Number, count, how many, less, more,

Tall, short, taller than. shorter than

Numbers, count, order, one, two, three, four, five, next,







Understanding the World

CURRICULUM FOR LIFE: UNDERSTAND SUSTAINABILITY, LOCAL & GLOBAL CITIZENS, DIGITALLY LITERATE.

#### Science

Learn about farm animals and their babies. What do they eat, where do they live. Pupils to continue to explore the changing of seasons – How do we know it is springtime?

Pupils to explore what plants need to grow. Pupils to explore this by planting own seeds. Pupils to observe what happens to the seeds overtime.

#### Geography

Pupils to explore and find out where different fruits and vegetables are grown i.e. bananas are grown in hot countries.

#### <u>History</u>

Pupils to refer to the daily timetable and discuss what will be happening next and what has already happened. Pupils to also continue to learn the days of the week.

### RE

To explore the celebration of Easter and what it means.

### RE

What makes a good helper?

# Outdoor learning

To continue to explore the natural phenomena outside of the classroom with outdoor learning lessons.



Expressive
Arts & Design

CURRICULUM FOR LIFE: APPRECIATE THE ARTS Pupils to continue to investigate colour and mark making by using different media such as pens, crayons, felt tip pens, paint.

Explore and use a range of resources to

Pupils to also use various resources to create their own piece of artwork. Pupils to use block paints and stamps/sponges to create work in the style of Faberge eggs.

Artist study: Faberge eggs







Use the daily timetable to discuss the order of events

Discuss the weather with the children on a daily basis.

Discuss the changing of the seasons throughout the year.

Spring, leaves, flowers, sunshine, rain, grow, soil, water, seed, plant, watch,

Country, weather, hot, sun, rain, world, fruit, vegetable

Days of the week, next, before, after, past

Easter, eggs, Jesus, Christianity, celebrate,

Explore and use a range of resources to create art and make marks.

Pupils to use paint to explore colour.

Design, paint, print, mix, colour, What colour shall we use?

Print, stamp, shape, heart, colour, pattern





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To continue to play instruments with increasing control To begin copying a beat using musical instruments.

Pupils to continue to learn songs from Charanga and also join in with nursery rhymes.

Beat, copy, listen, shake, bang, loud, quiet,