



**Key Question Week 1: What makes a good friend?**

**Key Text for Linked Learning: Toy Story**

The children will be welcomed back to the arrival of some familiar toys, who are they? Where have they come from? Children will watch clips from the film 'Toy Story' to encourage them to predict what will happen next. The children will be encouraged to imagine what their favourite toy would get up to when left alone and using their writing skills to communicate this. Children will be encouraged to use the Phase 2 tricky words. The children will be able to become shop keepers in our Hill West Toy Shop role play, using money language during their play. In Technology, children will be developing their tracker pad control on the laptops to create a representation of their favourite toy on 2simple. The children will also be discussing how Woody was a good friend as he tried to help Bo Peep.

**PSED:** To know the qualities of a good friend.

**Communication and Language:** To listen to others and respond appropriately.

**Physical Development:** To talk about the importance of exercise.

**Literacy:** To read all of the phase 2 tricky words.  
To write CVC words.

**Mathematics:** To use vocabulary linked to weight.

**Understanding of the World:** To use a tracker pad.

**Expressive Arts and Design:** To create representations using different media.

**Mini Quiz:** Consolidation.

**Key Question Week 2: How can we help unfreeze Arendelle?**

**Key Text for Linked Learning: Frozen**

This week the children will be transporting themselves to the home of Olaf, Elsa, Anna and Kristoff, Arendelle! The Frozen text will be read to the children and they will be encouraged to discuss the characters using descriptive language. They will be developing their descriptive language further when comparing Castles, drawing on their similarities and differences. Anna and Kristoff will need their help later in the week to unfreeze some penguins that have been trapped by Elsa's icy powers. The children will need to explore the ice and experiment with ways of melting the ice quickly. Through watching visual clips from the film, we will be discussing how Elsa and Anna felt, looking carefully at the feeling of 'anger'.

**PSED:**  
To talk about how our actions can upset others.

**Communication and Language:**  
To explore the meaning of new words.



**Physical Development:**

To practise correctly forming letters of significance to me.

**Literacy:**

To write simple captions using cvc words.  
To read the phase 3 tricky words he, she and me.

**Mathematics:**

To explore the number 7 and represent it in different ways.

**Understanding of the World:**

To make observations about ice and talk about change.

**Expressive Arts and Design:**

To use different media to create new effects.

**Mini Quiz:** Consolidation.

**Key Question Week 3: Do Dinosaurs Roar or Squeak?**

**Key Text for Linked Learning:** Dinosaur Roar

This week, to kick start their topic on Dinosaurs, the children may be having a very unusual and special visitor to Reception. It may roar, it may stomp...What do you think it could be? The children will be looking closely at different dinosaurs and sharing with their peers what they already know about dinosaurs. They will be encouraged and supported to speak clearly to a small group. In Literacy, the book 'Dinosaur Roar' will be shared with the children in class and they'll be looking closely at the words used in the book to describe dinosaurs. There will be opportunities for the children to read simple adjectives and match to the dinosaurs and apply adjectives in their writing by making a mini dinosaur picture book. The children will begin to explore different dinosaurs, looking at the similarities and differences, as well as, learning the names of them. In Expressive, Arts and Design, the children will be making their own dinosaurs using malleable materials and pasta.

**PSED:**

To talk about what I like.

**Communication and Language:**

To introduce new words into my play.

**Physical Development:**

To climb equipment with greater control.

**Literacy:**

To apply phonic knowledge to blend descriptive words.  
To write a simple sentence.

**Mathematics:**

To explore the number 8 and represent it in different ways.  
To order, at least 3, objects by height.

**Understanding of the World:**

To talk about the similarities and differences of different dinosaurs.



**Expressive Arts and Design:**

To work with others to develop a narrative in play.

**Mini Quiz:** Consolidation.

**Key Question Week 4: Which dinosaur has escaped?**

**Key Text for Linked Learning:** Dinosaur Information Books

At the beginning of the week, children are going to trek over to dinosaur land to explore what they might find. Will they make a special discovery?!? Back in class, the children will look at a range of non fiction books about Dinosaurs. Over the week, the children will be using clues to help them discover which dinosaur has hatched out of the egg. They will be applying their phonics skills to label their own dinosaur and write their own 'who am i?' cards about their favourite dinosaur. In Understanding of the World, the children will be looking at the similarities and differences of where dinosaurs lived compared to where they live. They'll be looking carefully at the features of the non-fiction text 'Dinosaurs' to support them in creating a fact file. In Technology, children will be developing their skills with the tracker pad and be designing a dinosaur habitat that is perfect for their favourite dinosaur. The children will create their own dinosaur fossils using salt dough.

**PSED:**

To explain my own knowledge of dinosaurs.

**Communication and Language:**

To use the correct tense when talking about dinosaurs.

**Physical Development:**

To show increasing control in throwing a ball.

**Literacy:**

To write a simple sentence.

To identify and talk about a non fiction text.

**Mathematics:**

To explore the number 9 and represent it in different ways.

To order, at least 3 objects, by length.

**Understanding of the World:**

To compare the features of a dinosaur habitat.

**Expressive Arts and Design:**

To create a representation of a dinosaur land in a variety of ways.

**Mini Quiz:** Consolidation.

**Key Question Week 5: Who has crash landed at Hill West?**

**Key Text for Linked Learning:** Aliens love underpants/Beegu

The children will discover a crashed spaceship on the playground. Who could it be? Are there any clues? The children will then get to work finding out whose spaceship is could be. They will become detectives, looking for clues and signs of alien



life. They will be applying their writing skills in a variety of ways from writing missing signs, descriptions and facts about what has happened.

In small groups, the children will be building a new spaceship from junk modelling to help our visiting alien return to their home planet. As part of their understanding of the world area of learning, the children will be learning simple facts about the planets. They will be discussing the different textures and designing a planet of their own with a particular texture.

**PSED:**

To talk about the expectations of our setting.

**Communication and Language:**

To respond to the story with relevant comments.

**Physical Development:**

To catch a large ball with two hands.

**Literacy:**

To write a descriptive sentence using the tricky word he/she.

To read the tricky words we, be, my.

**Mathematics:**

To explore the number 10 and represent it in different ways.

**Understanding of the World:**

To talk about the planets and begin naming them.

**Expressive Arts and Design:**

To experiment with creating different textures.

To join materials using different techniques.

**Mini Quiz:** Consolidation.

**Key Question Week 6: Shall we go to the moon?**

**Key Text for Linked Learning: On the Moon**

5, 4, 3, 2, 1 BLAST OFF! This week the children will be learning all about Space. Children will share their 3D planet models completed as half term homework. They will be using books and computers to expand their knowledge of the moon. Children will learn about life as an astronaut and discuss how it would feel to be so far from home. The children will look closely at what an astronaut wears during space adventures, children will then design and create their own astronaut using junk modelling. During the week children will develop a whole class book about space facts.

**PSED:**

To describe self in positive terms.

**Communication and Language:**

To use talk to clarify thinking.

**Physical Development:**

To develop the skill of kicking.

**Literacy:**

To understand that information can be retrieved from books and computers.

To write facts.



**Mathematics:**

To order numbers to 10.

To say one more or one less than numbers to 10.

**Understanding of the World:**

To talk about features of environments.

**Expressive Arts and Design:**

To select appropriate resources and adapt work where necessary.

**Mini Quiz:** Consolidation.

Spring 2

**Key Question Week 7: Will you help to make the bread?**

**Key Text for Linked Learning: Little Red Hen**

Mmmmmm what can we smell? The children will arrive to find a loaf of baked bread...Where did this come from? How did this get here? The story will be shared with the class without visual prompts, the children will be encouraged to visualise the story. Using the story for ideas, children will begin to write short repeated sentences based on the text. Children will bake bread mice and talk about the changes that occur. We will use this text to focus on friendships and helping each other, children will be encouraged to give examples of how they can help each other at school and talk about how the characters in the story felt. Children will create masks to represent key characters from the text.

**PSED:**

Children talk about how they show feelings.

**Communication and Language:**

To be able to follow a story without pictures or props.

**Physical Development:**

To negotiate space successfully during racing and chasing games.

**Literacy:**

To write a simple caption or sentence.

**Mathematics:**

To name 3D shapes.

**Understanding of the World:**

To closely at changes.



**Expressive Arts and Design:**

To construct with a purpose in mind.

**Mini Quiz:** Consolidation.

**Key Question Week 8: Who's at the top of the beanstalk?**

**Key Text for Linked Learning: Jack & The Beanstalk (WORLD BOOK WEEK)**

Fee fi fo fum! Children will discover a giant pair of boots climbing up the beanstalk. They develop their knowledge and understanding of what plants need to grow. Children will become familiar with the life cycle of a bean and the children will plant their own beans to take home. Children will be ordering their own experiences of the planting process. They will investigate what elements cress seeds need to be able to grow healthily e.g. sunlight, water, soil etc. Children will write instructions for planting a seed and make 'wanted' posters for the giant from the story. Children retelling this familiar story, verbally and in writing.

**PSED:**

To work collaboratively with friends.

**Communication and Language:**

To talk about preferences, giving reasons for choices.

**Physical Development:**

To improve climbing and landing skills.

**Literacy:**

To decode using phonic knowledge.

To read Phase 3 Tricky words.

**Mathematics:**

Number recap 1-10.

To use vocabulary related to time.

**Understanding of the World:**

To use age related computer technology.

**Expressive Arts and Design:**

To create representations of characters, objects and settings.

**Mini Quiz:** Consolidation.

**Key Question Week 9: Which superhero would you be?**

**Key Text for Linked Learning: How to be a superhero/Superkid**

Pow, zoom, zap, whoosh, boom.... the children will kick off their new topic of Superheroes by coming dressed as their favourite superhero and hearing about a new mission. Throughout the week they will be training to become superheroes by designing and creating their own superhero capes. The children will develop their writing and reading skills through a range of activities (e.g. writing secret superhero messages and cracking secret codes). They will talk about their real life superheroes and why they are heroes to them.



**PSED:**

To talk about their own abilities.

**Communication and Language:**

To answer how and why questions about the story.

**Physical Development:**

To show some understanding of good practices relating to exercise.

**Literacy:**

To make phonetically plausible attempts at writing new words.

**Mathematics:**

To understand the process of subtraction and begin to use the vocabulary related to subtraction.  
To begin to show an understanding of odd and even numbers.

**Understanding of the World:**

To interact with age appropriate computer software.

**Expressive Arts and Design:**

To play cooperatively to develop to develop a story within the game.

**Mini Quiz:** Consolidation.

**Key Question Week 10: Can we catch the evil pea?**

**Key Text for Linked Learning: Supertato**

Oh no- a crime scene in the classroom! What has happened to the vegetables? Is it the work of the EVIL PEA!!!? After reading the clues from Supertato, he will ask for our help on his quest to catch the Evil Pea. Children will create wanted posters, design and build traps to trap the evil pea. We will be looking at healthy lifestyles and discussing what our bodies need. Children will talk about their own healthy lifestyle choices.

**PSED:**

To develop ways to compromise and resolve conflicts during play situations.

**Communication and Language:**

To use language to imagine and recreate roles.

**Physical Development:**

To talk about healthy lifestyle choices in relation to food.

**Literacy:**

To begin to use tricky words within their own writing.

**Mathematics:**

To describe 3D shapes using mathematical vocabulary (edges, face, vertices).

**Understanding of the World:**

To make observations of fruits and vegetables.



**Expressive Arts and Design:**

To build with a purpose in mind, adapting design and explaining changes.

**Key Question Week 11: Who's that hopping around in the Spring sunshine?**

**Key Text for Linked Learning: Do Rabbits lay eggs?**

This week children will be looking carefully at the world around us, including our school field and forest. Children will then make observations relating to the seasons and will be able to talk about their changing features. We will be constructing rabbit Easter baskets and Easter cards using a range of fixing techniques. We will be practising our formation when we write our Easter cards.

**PSED:**

To be confident to share own opinions.

**Communication and Language:**

To use talk to sequence events.

**Physical Development:**

To develop running and jumping techniques.

**Literacy:**

To begin to write simple sentences.

**Mathematics:**

To begin to solve number related problems.

**Understanding of the World:**

To learn about the Easter story.

**Expressive Arts and Design:**

To use a range of fixing and joining techniques.

**Mini Quiz:** Consolidation.

**Key Question Week 12: What first, the chicken or the egg?**

**Key Text for Linked Learning: Egg to chicken**

Children will have been looking after our chick eggs, we are hoping that this week the chicks will hatch as this will help us to understand the life cycle fully. Children will be writing about the life cycle, ensuring that information is recorded in chronological order. We will be encouraging children to confidently speak about their observations within a familiar group or the class. Children will also be talking about caring for animals and each other.

**PSED:**

To talk about why they like some activities more than others.



**Communication and Language:**

To talk to a group, taking account of the audience.

**Physical Development:**

To handle a range of tools with increasing control.

**Literacy:**

To write simple sentences in chronological order.

**Mathematics:**

To consolidate addition and subtraction.

**Understanding of the World:**

To talk about the changes they observe.

**Expressive Arts and Design:**

To create simple representations of what they see.

**Mini Quiz:** Consolidation.