



Spring Term 1 and 2

Continuous Provision Web Class 1 and 2

English:

Fiction Unit – A Twist in the Tale

R - Children could act out their own tales in the role play area.

R - Create their own puppet characters in the creative area.

R, Y1 & Y2 - Listen to traditional and non-traditional tales in the listening area.

Y1 & Y2 Children could plan and create their own tales.

Y2 - Children could write alternate endings to a traditional tale.

Non-Fiction Unit – Growing Chocolate

R – read and exploring simple non fiction texts in the reading area.

R & Y1 – sequence the stages needed to grow/make chocolate.

Y2 – use learn features to write their own explanation text in the writing area.



Math: Spring 1

R – number formation activities

Y1 – playing snakes and ladders backwards to subtract.

Y1 – provide money in the role play area with prices that end in 9, 1 and 0.

Y2 – solve and create word problems from the math area which link to adding and subtracting 2 digit numbers.

R – provide dominos where children must match 2 of the same numbers to double. They then record this as a number sentence.

Y1 – use a 1 – 6 die and a higher number die. Children could subtract the 2 rolled numbers.

Y2 – pick a 2-digit number and see who can round it to the nearest 10.

R – adding objects in the environment, how many red beads, how many big bad wolves...

Y1 – role play hair dressers where they must work out the changes they need from £10 or £20.

Y2 – children could run a post office and record the profit they make, how much they have sold and work out peoples change.

R – use 3D shapes to construct in the contraction area. Use sound buttons and 3D shapes for children to match up in the math area.

Y1 & Y2 - Use sound buttons and 3D shapes for children to match up the shapes properties to its correct shape.

Y2 – use nets to make different 3D shapes for different purposes e.g. a new toy box.



Math: Spring 2

R – find half and a quarter of a made product in the malleable area.

Y1 – shade in fractions of shapes and place these in order of biggest to smallest fraction.

Y2 – use large number square. Children pick a number and find the number that is half of it or a quarter. If it contains .5 HA children could create a new number and put it in the correct place in the number square.

R – use sound button simple word problems that receive them to use their doubles knowledge.

Y1 – Children could create arrays using different objects such as counters, leaves, buttons...

Y2 - Children could create times tables assessments for their friends with a corresponding answer sheet.

R – children could create a picture diary using the days of the week as sub headings. Provide the key vocab in the sand and water area.

Y1 – record all the children eye or hair colour in a tally chart then record this on a graph.

Y2 – create a carousel of timed activities prediction what they think they'll be able to do in a set amount of time e.g. how many word problems they could solve in 10 minutes. How many cups of water they drink in the morning?

R – adding objects in the environment, how many red beads, how many big bad wolves...

Y1 & Y2 – children could play time lotto matching the analogue time to the digital time.

Spring Term 1 and 2

Continuous Provision Web Class 1 and Class 2



Art:

R – to create buildings in the construction, creative and malleable areas.

Y1 – create objects from clay or other similar malleable materials

Y2 – Manipulate forms of architecture from buildings and evaluate how they would change features to improve the buildings.

History:

R – Children could recreate events that led up to the great fire of London using the wooden home blocks in the hall.

Y1 – children could sequence and caption the great fire of London events in the writing or topic area.

Y2 – children could write a diary as Samuel Pepy, recounting key events of the fire of London.

Science: Use of Materials

R – provide different materials in the sand and water area where children explore how they feel, twist and compare. Provide key words that link to material descriptions e.g. soft, bendy, rough...

Y1 – Provide planning sheets in the topic area where children can create new inventions specifying the materials they are made from and why.

Y1 & Y2 – in the topic area provide children with a challenge to make a bridge that can hold 3 toy cars for 10 seconds without collapsing.

Y2 – Children could describe and evaluate what would happen if well known objects were made from different materials e.g. if a chair was made from jelly or if socks were made from sand.

Design Technology:

R – explore moving mechanisms in the contraction area.

Y1 – use the creative area to independently create moving/sliding pictures that aid in retelling traditional tales.

Y2 – use books that contain moving images as a stimulus to create their own moving picture book that retells a traditional tale with an alternate ending.

Geography:

R – children could create silhouette of a city using building blocks and torches. They could also use the car mats with provided vocabulary of key buildings in a city.

Y1 – Provide maps in the topic area where children can use these as a stimulus to create their own

Y2 – children could research a different city in a different country using the computers

S.M.S.C:

Provide blank recipe cards in the writing area where children write their own pancake recipes. Provide mothers day related materials in the creative area to allow children to make their own mother day cards.

Spring Term 1 and 2

Continuous Provision Web Class 1 and Class 2

Computing:

R - Allow children time to explore creating pictures through the use of paint software on the computers and similar APP on the iPads.

Y1 & Y2 – provide filming software on the iPads where children can film and edit moving pictures. Allow children to import these onto the computers saving them to a designated area.

P.S.H.E:

R & Y1 – children could create their own poster in the writing area identifying what they like and treasure the most.

Y2 – children could use the math area to collect information on who is the most important person in their peers lives. They could record this on a tally chart and form a graph from the data.

Science: Changing Shape

R – provide different materials in the sand and water area where children explore how they feel, twist and compare. Provide key words that link to material descriptions e.g. soft, bendy, rough...

Y1 – Provide planning sheets in the topic area where children can create new inventions specifying the materials they are made from and why.

Y1 & Y2 – in the topic area provide children with a challenge to make a bridge that can hold 3 toy cars for 10 seconds without collapsing.

Y2 – Children could describe and evaluate what would happen if well known objects were made from different materials e.g. if a chair was made from jelly or if socks were made from sand.

Music:

R – provide musical instruments in the hall where children can experiment with different volume and dynamics. Provide sound tracks where children can add their own music.

Y1 & Y2 – provide children with different forms of music through the listening area or the hall for them to create different actions that link to the volume and dynamics of the music. Children to create

Physical Education:

R – provide children with different forms of music that they can dance to, creating their own routines.

Y1 & Y2 – provide children with the sports box to create their own group games in the outdoor area.

Religious Education:

R, Y1 & Y2 – children could use the writing area, creative area, role play area and small world area to recreate learnt stories focused on Jesus Christ.