Physical Development

In PE, the children will continue to develop their control and co-ordination

- Understand why we need space, control, adjust speed and direction when moving.
- Dance: Respond in movement to music and words. Move to contrasting tempos. Create our own movements. Exploring opposites and creating simple movement sequences. Working with a partner exploring character movements.
- Ball Skills - Hands: Explore throwing (underarm and overarm), rolling, stopping and catching a small ball; apply throwing with accuracy in a team; develop sending (rolling) skills to score a point.



- Observe the effects of exercise on our bodies.
- Develop our fine motor skills doing things like excavating using large brushes, digging, scraping, and chipping. Chalking outside, cutting carefully with scissors, threading and joining paper with split pins.
- Form taught letters correctly with correct start and end point of letters; joining digraphs and trigraphs



Please make sure your child has their water bottle in school daily and wear their PE kit to school on Tuesdays and Wednesdays.

RE

- In RE, the children will be exploring the questions, 'What is Easter and why do Christians put a cross in an Easter garden?
- Understand what 'forgiveness' means and that sometimes we need to say and show that we are sorry.

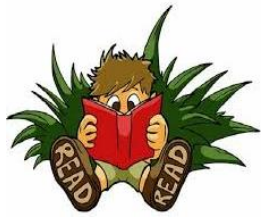
Celebration

Hard work, effort and achievement is celebrated in assembly each Friday where we award stars of the week and celebrate those who have earned a golden ticket for reading at home 4 times each week.

Please continue to complete the 'WOW!" slips to celebrate the achievements that your child makes outside school. You can even email us with any photographs that you would like to share.

puffins.ssm@coastalpartnership.co.uk

Home learning



Please find a little time each day to share your child's reading books with them. Your support really does make a difference. We will continue our phonic lessons daily; practising reading and spelling words with the letters and sounds ***ch sh th/th ng nk ai ee igh oa oo/oo ar or ur ow oi nk er ure air ear***. We will be using these two and three letter sounds to read and write sentences with increasing independence. We will also learn to chop up longer words so that we can read and spell these successfully e.g. bedroom lightning shorter morning. Once taught, our next set of tricky words will be sent home to practise reading. You may even challenge your child to write them; ***said like do so come some like little.***

Puffins

Spring Term 2026

2nd Half



During the second half of the Spring Term our topic is

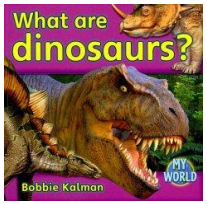
Where I Live

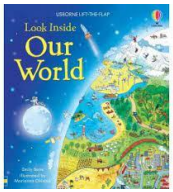


Communication and language

- Story making using actions and repeated language – Dinosaur Roar, The Gingerbread Man, The Runaway Chapati
- Respond to 'how' 'why' questions in response to stories or events.
- Extend our vocabulary by naming and grouping; equator, city, town, village, coast, human/physical features, beach, cliff, pier, groynes, carnivore, herbivore, omnivore, extinct, paleontologist, fossil, prey, predator, protect and lots of long dinosaur names!
- Develop our oracy skills; **Pondering or asking open questions** e.g. "I wonder why…" or "What could happen next?" **Suggesting ideas** e.g. "I could try…" or "Perhaps…" **Making links** e.g. "It's just like when I…" **Explaining** e.g. "When it is cold outside, we wear more clothes to keep warm."

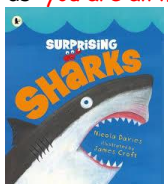
Literacy

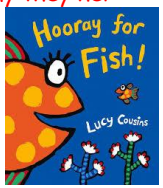




- Name the letters of the alphabet.
- Practise our segmenting and blending skills.
- Secure our 2/3 letter sounds and use these as we begin to read and write simple sentences.
- Use adjectives to describe nouns.
- Put finger spaces between words so that we, and others, can read our writing.
- Begin a sentence with a capital letter and end it with a full stop so that our writing makes sense.
- Share non-fiction books and identify features; heading, labels, captions, photographs, index, page numbers.
- Suggest questions, and with help, use search engines to find out facts and information.
- Read the high frequency words: will with this that then them for see too look now down without sounding and blending.
- Read tricky words: said like have so do some come little
- Spell the tricky words: you are all my they her







Numeracy

- Comparing height; taller than/shorter than
- Comparing length; longer than/shorter than.
- Know the days of the week in sequence and say which day was yesterday, is today, will be tomorrow.
- Representing and sorting 9 and 10
- Write and order numerals to 10
- Composition of 9 and 10 e.g. 6 add 4 make 10
- Odd/even numbers to 10
- Comparing numbers to 10 using the words more than, fewer than, greater than, smaller than, same amount/equal to.
- Count back from 10
- Begin to recall some number bonds to 10 through addition and subtraction e.g. 9+1=10 8+2=10 7+3=10 6+4=10 5+5=10 10-1=9 10-2=8 10-3=7 10-4=6 10-5=5
- Begin to use the symbols + - = to write number sentences.
- Know double facts up to double 6 makes 12.
- Identify and name 3D shapes; cube, cuboid, sphere, cylinder, cone, pyramid
- Use mathematical language to talk about 3D shapes using the words; solid, flat, slide, roll, faces, circle, triangle, square, rectangle, curve, straight, vertices, edges.
- Copy, continue and create ABB AAB action, sound, colour, object, people patterns e.g. clap, clap, jump or loud, quiet, quiet.

Understanding the World

- Identify simple features of Swanage on Google maps and name features of a seaside town e.g. sea, beach, coast, cliff, pier.
- Know on a map that the blue represents the water and green represents the land.
- To know that where the land meets the sea is called the coast.
- To use simple letter/number per square coordinates to locate something on a map.





- Compare the town of Swanage to a city, how are they the same /different?
- To know the key differences and similarities between seaside holidays now and the past
- Explore floating and sinking.
- Explore the Jurassic coast; knowing that dinosaurs lived Millions of Years ago in our local area.



- Know that dinosaurs are now extinct.
- Find out what the Earth was like when the dinosaurs roamed. How was it different?



- Group dinosaurs according to observations e.g. horns/no horns, walks on 2 legs/4 legs, herbivore/carnivore.
- Use the internet to find out more about dinosaurs. What did they eat? Did they lay eggs?
- To know that some animals only eat plants and some animals only eat meat.
- Know what a fossil is and how it can help us to find out about the past
- Know that Mary Anning was a female palaeontologist 200 years ago and that she was famous for discovering an Ichthyosaur fossil Lyme Regis.
- Talk about the seasons and look for signs of Spring in our school grounds. What new things happen in Spring? How do things change?
- Know that Spring is a time for new life e.g., bulbs growing, lifecycles
- To know that London is the capital of England

Expressive Arts and Design

- 3D sculpture manipulating play dough, imprints play dough, salt dough fossil imprints, modelling clay ammonites
- To know that we can manipulate play dough/salt dough into different shapes by pinching, rolling, stretching and squeezing; roll into a cylinder, roll into a ball, twist, flatten.
- Plan, do and review when creating.
- Sing new songs; performing poems from the poetry basket.
- Explore moving to music; changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.

Personal Social Emotional Development



- Be confident to try new activities and have a go.
- Be resilient and use strategies to approach challenges and overcome hurdles; understanding that new skills take time to learn.
- Talk about what we want to do, make or find out about and choose the resources to do our chosen activities.
- Find out what 'extinct' means and what other animals may be endangered and what we can do to help.
- Discuss attributes to be a palaeontologist; patience, perseverance, attention to detail.
- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Know the importance of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.