

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> • Encourage new vocabulary by going on a spring walk and looking for changes in plants and trees. Introduce vocabulary, such as 'buds', 'blossom', 'bulbs' and 'shoots'. • Through fiction and non-fiction books introduce the children to new vocabulary linked to our topic work E.g. 'Stem', 'root', 'seedling' and 'nutrients'. • Tell spring and plant related stories and encourage children to retell using puppets/ small world characters or create their own versions of stories shared using props in their play. • Learn spring rhymes and songs. • Provide opportunities to engage with nature and a range of fiction and non-fiction texts, to ask relevant questions and make observations or comments about what they have seen or heard. • Introduce and discuss vocabulary through Drawing Club sessions. 	<ul style="list-style-type: none"> • Jigsaw – Healthy Me: This theme explores the different ways in which children can maintain a healthy lifestyle. They will consider what a balanced diet is and how to make healthy food choices. They will think about the importance of being physically active, the impact of positive relationships in their lives and how to keep themselves safe. • Plant seeds with the children and talk about the idea of being patient as they wait for the seed to grow. What care can we give the seed to help it grow into a plant? What does it need from us? • Talk about how spring is a sign of nature waking up after a long winter's sleep. Talk about how sleep is important for all of us and talk about our own bedtime routines. • Through fictional stories the children will explore characters feelings and emotions, linking these to their own experiences. • When exploring stories like 'Jack and the Beanstalk' discuss the importance of kindness and being a good friend. Through the creation of magic kindness beans and thinking of acts of kindness/ kind words. We will also discuss the importance of friendship and what makes a good friend. 	<ul style="list-style-type: none"> • Rehearsing our class dance for the Dance Umbrella. • We will invite children to show good control in large scale movements. They will be encouraged to use their body to represent changes and growth by demonstrating with body movements how a seed grows into a seedling, a bud and then a flower. Through the retelling of stories like Jack and the Beanstalk the children will be encouraged to move in different ways to represent the different characters. • Make clay/ playdough plants/ flowers. Can the children manipulate the clay or playdough in different ways? E.g.by rolling and pinching. • Children will have the opportunity through a range of art and craft activities to use a range of tools appropriately, safely and with accuracy to effect changes to materials. E.g. Scissors, brushes, forks. • Weekly handwriting sessions.



Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Phase 3 mastery and start Phase 4. Revisit single letter sounds, diagraphs and trigraphs. • Continue to learn letter names by singing the alphabet song pointing to the letters of the alphabet. • Recap reading and writing CEWs. • Practise reading and writing captions, sentences and questions. • Practise blending for reading and segmentation for spelling. • Practise segmenting and blending to read and write CVC, CVCC, CCVC words and words using -ed, -ing and words containing adjacent consonants. 	<ul style="list-style-type: none"> • Subitising non-standard dot patterns. • Use tens frames to order, add, subtract and discuss odd/ even numbers. • When adding and subtracting explore the idea of wholes and parts using the part-whole method. • Explore the vocabulary of addition and subtraction. • Now children are becoming confident when recalling number bonds to 5, begin to recognise related subtraction facts. • Quick recall of number bonds to 5 and start to look at number bonds to 10. • Finger play - Continue to encourage children to 'show' and not 'grow' numbers 0-10, 	<ul style="list-style-type: none"> • Explore spring festivals and celebrations such as Mothering Sunday, Shrove Tuesday and Easter. • Explore the natural world and look for signs of spring. • Examine how a winter tree changes over spring by documenting the changes with digital photographs, drawings and discussion. • Talk about new life in spring and match animals and their babies. • As part of a discussion about growth, encourage children to explore how they have grown and changed since babies. Can they compare photographs of themselves now and as a baby and discuss the changes they can see? • Discuss the different parts of a plant and their uses. What do plants need to grow/change? Discuss/ question what it will need to grow well. Relate to what humans need to live, grow and be healthy. What would happen if a plant didn't 	<ul style="list-style-type: none"> • Music using the Charanga scheme of work with Mrs Lewis. Spring 2 Term Unit 2: Our World. • Listen to the spring part of Vivaldi's 'Four Seasons'. Children can move and talk about the music and relate it to things they see in spring. Can they dance using spring-coloured streamers and ribbons? • Create storylines in pretend play with spring themed small world characters/ puppets for stories linked to topic work. • Sing spring songs and rhymes. • Spring art and craft ideas. E.g. Cotton bud painting, fork painting, finger print flowers, collage rainbows. Children can explore tools and joining methods. • As a part of our plant work children will observe and draw a variety of plants and flowers using pastel/ collage techniques, print using a variety of methods,

- Guided reading sessions for children reading phase 3 decodable books.
- Practise writing captions and sentences using sentence starters and the 'I do, we do, you do approach'. What is a sentence? What is needed to write a complete sentence? We will rehearse writing sentences with capital letters, full stops, finger spaces and with letters on the line.
- Use Drawing Club as a provocation for writing and exploring stories in free choice play.
- Weekly ULS Handwriting sessions.

- showing how numbers can be displayed in different ways.
- Finger play – 'Throw' numbers for children to identify.
 - Comparing and ordering numbers forwards and backwards.
 - Oral counting forwards 0-50 and backwards in 1's 20-0, including starting their counting from different starting points.
 - Count in 10's to 100.
 - Count and create sets of objects, count sets of pictures exploring different ways of keeping track of what they have counted.
 - Continue to work on the recall of double facts.
 - Naming and describing 3D shapes and measuring mass.
 - Numberblocks –Series 3 episodes 2 to 14. Revisit previous episodes for provocation in play where necessary.

- have...? Can we use what we learn to look after a class plant? Why is it important to look after plants/ flowers for future generations?
- RE – Why are sometimes special? This term we will be considering why sometimes are special to Christians. Lent – getting ready for Easter including the making of pancakes and having pancake races. Easter – Read, discuss and complete activities linked to the Easter story. We will also have a school Easter Service, Easter Craft Day and class Easter Egg Hunt.

- use technology to create images, use tools appropriately to create plants using malleable materials.
- Easter Craft and Eggshibition activities.
 - Design and create Mother's Day Cards.