

…putting children at the heart of all we think, say and do.

Reception Curriculum SPRING 2



Our Wonderful World

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| **Continuous Provision Mapping for Spring Term 2 2025 TOPIC- Our Wonderful World** | | | | | |
| **Construction Areas** | **Investigation Areas** | **Water Areas**  **(outdoors)** | **Areas for digging sand and mud (outdoors)** | **Malleable Areas** | **Creative Areas** |
| Stickle Bricks  Duplo Bricks  Mobilo  Base Boards  Design Prompts | Magnifying Glasses  Tweezers  Deep tuff spot tray  Sorting bowls/trays  Atlas and globe  Magnets | Water Tray  Aprons | Digging tools for sand  Digging tools for mud kitchen  Mud kitchen  Aprons/protective clothing including wellies | Creation Boards  Cutting tools  Moulding Tools  Aprons  Prompts for ideas  Clay and play dough for moulding and shaping  Imprinting tools to add on designs | Paint Brushes- fine  Paper-assorted sizes  Paint palettes  Water pot  Drawing pencils  Colouring pencils  Scissors  Paint in pump pots  Plain paper  Sugar paper  Chunky marker pens  Prompts relating to topic  Seeds and beans  Magnifying glasses  Camera lens |
| **Overview of Skills to be Taught /re-visited during Continuous Provision** | | | | | |
| **Indoors-**  Joining x2 bricks together and separating them again  Horizontal and vertical stacking  Bridging-using 2 blocks to support a 3rd  Enclosing-using bridging techniques to create an enclosed space  Joining materials together using clipping, tying, knotting, stapling, pegging, etc  Building both horizontally and vertically  Making a stable base | Explore the natural world in spring-walk of awareness  Observe weather conditions for spring  Matching animals to their babies game  Observations of seeds as they grow and change  Matching seeds-what will my seed be? | Receptacles for filling and emptying  Water sieves  Pipes  Turkey basters (pipettes) | Explore the texture of wet sand and mud  Explore changing the texture of sand and mud by adding in water  Changing effects of sand by adding alternative mediums-sand, glitter, glue, salt, water, flour  Planting bulbs and seeds | **WEEK 3**  Use simple tools to mould and shape clay or play dough to make oval or round ball shapes and long sausages  To add on embellishments in a pattern to create a design using imprinting tools | **WEEK 1: Observational Drawings**  What can you see through a camera lens (viewing square). Draw what you see  **WEEK 2:** Observational drawings of flowers or fruit-use a magnifying glass to observe patterns on the leaves and skin of the fruits  **Week 3**: To use clay to mould and shape balls, ovals and sausage shapes  To use imprinting tools to add details onto clay shapes  To fix and join clay pieces together  To create a very hungry caterpillar sculpture from clay  **Week 4:** Design and create an Easter celebration card  **Week 5:** Creating representations of sunflowers in a range of mediums-collage materials, paint and natural seeds |
| **Enhanced Provision for Spring Term 2 TOPIC- Our Wonderful World** | | | | | |
| Building Blocks  Castle prompts- turrets, towers, moats, draw bridge, different types of castles  **WEEK 1:** Building vertically and horizontally | Weather and seasons books  Weather and seasons flash cards for sorting  Books which feature celebrations Easter  Spring display objects-animals, eggs, sheep, flash card  Seeds and beans for lentils | Water pouring, filling and emptying | Sand buckets  Sand moulds  Digging equipment-spades, spoons and scoops  Sieves  Mud kitchen recipe cards  Mud kitchen equipment-sauce pans and oven trays  Clip boards and writing carrier for recipe writing  Jars with ingredients-stones, conkers, sticks, pine cones | Pasta  Scissors  Jewels and sequins  Shiny objects  Fine paint brushes | Fruit bowl and fruit/vegetables  Magnifying glasses and camera lenses  Seeds, lentils and beans for sorting  Clay and play dough  Easter card design prompts  Flowers in a vase |

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| **Continuous Provision Mapping for SPRING Term 2 TOPIC- Our Wonderful World** | | | | | |
| **Writing Areas** | **Funky Fingers/Fine Motor Development** | **Reading Shed/Book Areas** | **Role-Play** | **Small World Areas** | **Maths Area** |
| Colouring pencils  Sharpeners and rubbers  Writing pencils  Plain and lined paper  Notebooks  Clipboards  Wipe boards, pens and erasures  Phase 2 and 3 grapheme charts  Handwriting rhymes on display  Chalk and blackboards  Writing templates  Scaffold widget words relating to topic  Sentence structure widgets | In indoor construction area this term:  Stickle bricks  Small cubes  Wooden lolly sticks  Play doh  Twigs  Duplo  Wooden logs  Stones  Prompts for ideas relating to topic  Objects for joining materials-paper clips, Sellotape, pegs, string, glue, play doh | Fiction and non-fiction books for pleasure  Decodable books  Puppets linked to stories  Cushions for sitting on  Examples of story maps  Story spoons  Photos of authors and illustrators  Widgets to support story language | **SHED 1:**  **Home corner- Outside area**  cooker, oven, fridge, microwave  Tea set  Dinner set  Saucepans and stirring resources  Table and chairs  **SHED 2:**  Emergency Headquarters  Telephones, clipboards, dressing up clothes and props, widgets signs | People/knights/Kings/Queens  Castle  Fire station  Police station  Hospital  Widget cards to support language  Nonfiction books | Flash cards number 1-10  Subitising patterns example cards 1-5  10 x frames  Counting objects-fruits, people and double sided counters  Number block cubes 1-10 characters on number lines  2d shape widgets  3d shape widgets  2d shapes-circle, square, triangle and rectangle  3d shapes sphere, cylinder, cuboid, cube and pyramid |
| **Overview of Skills to be Taught /re-visited during Continuous Provision** | | | | | |
| Letter formation for new graphemes taught displayed in writing area and on writing boards  New graphemes and their phonemes-phase 3 LWLS  Develop fine motor skills for writing (see funky fingers)  Hold a sentence  Build a sentence  Match a sentence/caption to a picture  Use of finger space widget tool  Use of sentence strips | Development of hand-eye-coordination  Holding an object in both hands at once  Joining construction materials together by pushing and then pulling them apart  Joining materials by threading and then knotting string together  Using paper clips and pegs for fixing two surfaces together  Moulding and shaping clay and dough | Handling books carefully  Turn a page at a time  Holding books up the correct way  Places books back correctly on their shelves  Identifying pictures and texts  Identifying the author and knowing what an author’s job is  Oral blending  Blending CVC words  Re-reading a sentence we have written to check it makes sense | Doing up and un-doing fastenings on clothing -in particular coats  Sharing and turn taking -self-regulation  Tidying up and caring for resources -self regulation  Communication  Imitating domestic routines which we see in our own homes and in the community-using experiences of doctors and people who help us to ‘help’ others  Writing a list of healthy and unhealthy foods for a hungry caterpillar | Organising and sorting resources back into their correct places-self regulation  Turn taking and sharing  Communication-adding a narrative to a game and through WELLCOMM  Using blending skills to follow a sequence of design  Combining fixing and joining skills to create fire stations, hospitals and fire stations for their small world play  Enclosing-putting a roof on models made  Building vertically and horizontally  Use of new vocabulary relating to fixing and joining | Fluency of Subitising patterns 1-5  and a bit more  Counting forwards and backwards to 10 and then 1 beyond starting from different starting points(stable order principle)  Counting to a number and then stopping (cardinality principle)  Naming 2d shapes  Learning about the properties of a 2d shape  Description of 2d shapes-guess my shape game  Learning 3d shapes  Talking about 3d shape properties  Comparison of 2d/3d shapes-solid or flat  Sorting shapes  Shape hunt  Using shapes for a purpose  Using shapes to create pictures |
| **Enhanced Provision for Spring Term 2 Topic- Our Wonderful World** | | | | | |
| White boards for continuum band name writing  Scaffolds for list writing  Sentence strips  Finger space scaffold tools  Widgets for life cycles  Tricky words  **WEEK 1-**The Tiny Seed-using phonics to write a simple caption to say ‘where’ the seed is in the picture-with widget cards as a scaffold  **WEEK 2-**Chicken’s Aren’t the Only ones-Who’s egg is this?-sentence/caption writing to match with the egg in the picture-widget cards for supporting segmenting  **WEEK 3** -The Very Hungry Caterpillar-sorting healthy and unhealthy foods for a caterpillar  Writing a list of healthy foods  Unhealthy foods  Provide widget cards and grapheme charts for support  **WEEK 4** -Easter Greetings  Making an Easter card for a friend or family member-provide widget cards as a scaffold  **WEEK 5:** The Butterfly Kiss  Life cycle book-widgets cards for support | **WEEK 1:** Coloured beads for pattern threading -copy, continue and create patterns  **WEEK 2:** Seed and bean sorting with tweezers  **WEEK 3:** Pasta threading-challenge: to make a caterpillar  Threading/sewing fruits  Moulding and shaping clay into round and oval balls, also sausages  Cutting around a circle shape to make the body of a caterpillar  **WEEK 4:** Finger painting-using a different finger for a different colour to rainbow write own name  **WEEK 5:** creating a seed head using real seeds, lentils and beans | Books/stories featuring bugs-caterpillars and butterflies/ emergency services/ shapes/easter story/life cycles/spring  Widget blending cards  with key words from stories  Caption matching-phase 2 and 3 sounds  **WEEK 3-**Sequencing cards from familiar stories on a string with pegs-hungry caterpillar  Word maps relating to stories/texts  Story map templates for scaffold and word mats relating to current book/text | **SHED 2:**  Dressing up clothes as emergency services  Props-phones to encourage use of language, clipboards with accident report forms, widgets to support independent writing, 999 sign  **SHED 1:**  Dolls and clothes, blankets, bottles, changing mats  Doctors and nurses uniforms, doctors kit, clipboards, widget cards for writing opportunities-prescription forms  **Writing Den:**  Writing equipment-whiteboards and pens, books, pens and pencils  Head band masks-roleplay school and teachers  Clip boards and recipes for following  Widget word prompts  Opportunities to write own stories, create story maps  Opportunities to write during role play  **WEEK 1 and 2:** Tuff spot tray filled with x4 buckets and spades, selection of seeds and digging tools for planting  **WEEK 3 and 4:** The Very Hungry Caterpillar-headband/masks for story characters, puppets and story books (table by art area) | **WEEK 1 and 2:** Tuff spot tray filled with x4 buckets and spades, selection of seeds and digging tools for planting  **WEEK 3:** The Very Hungry Caterpillar-life cycles kit with widget words and habitat resources  **WEEK 4 and 5:** The Very Hungry Caterpillar-headband/masks for story characters, puppets and story books (table by art area) | Subitising dice and cards 1-5  and beyond   Rek ‘n’ Reks  10x frame  Number sentence cards using, ‘first, next and now’  **WEEK 1:** |

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| **Spring 2** | **Topic/Theme:** | **Our Wonderful World** |
|  | **Key Knowledge and Vocabulary** | |
| WRITING | To mark make with increasing control and purpose  To apply correct letter formation using the memorable phrase for each grapheme taught in LWLSP  To use phonics knowledge to write simple captions based on our spoken words  To write a caption which matches up to a picture  To use grapheme chart with fluency and independence  To use segmenting fingers independently  To introduce capital letters and match them to corresponding lower case letters  Form lower-case and capital letters correctly (for writing formation)  Introduce sentence strips as a scaffold for writing  Use of finger space prompts for independent and focussed writing  To use full stops correctly and understand how and why they are used  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Hold a sentence  **Week 1:** The Tiny Seed- segment words to write a caption for the best place to plant a seed-link to experiment-introduce a finger space and scaffold to support this (also sentence strips)  **Week 2:** Chickens Aren’t the Only Ones- Who’s egg is this? Children will write a sentence using sentence stem, The …… lays this egg. (links to RE and Easter) Introduce the use of a full stop to show it is the end of what has been written down.  **Week 3:** The Very Hungry Caterpillar-Sentences added on to Children’s own life cycle book (links with RE and Science)  **Week 7:** Writing the greeting inside an Easter Card for friends of Hodge Hill Primary School using our phonics knowledge  **Week 4:**The Butterfly Kiss- captions to match with a picture-links to healthy and unhealthy foods  List writing in continuous provision=what is healthy and unhealthy food for a caterpillar?  Letter formation for IWB- <https://ictgames.com/mobilePage/skyWriter/index.html>  WELLCOMM (in class)- days of the week sequencing/order  **Week 6:** Camille and the sunflower-label a sunflower and add a caption to explain what each part of the flower is for.  **Week 5:** mother’s day-writing describing words about our Mum’s-draw our Mum and add adjectives around her | |
| Texts as Focus | The Very hungry Caterpillar by Eric Carle  The Butterfly Kiss by Charles Fuge  The Tiny Seed by Eric Carle  Chickens Aren’t the only Ones by Ruth Heller  Camile and the Sunflowers by Anholt’s Artists | |
| Book of the Week for Voting Stations | One year with Kipper by Mick Inkpen  Jack and the Beanstalk  What the Ladybird Heard by Julia Donaldson  I will not, Ever, Never Eat a Tomato  The Odd Egg by Emily Gravett  Do You Like bugs/ by Matt Robertson | |
| READING | To learn that the pictures are drawn by an illustrator and the words are written by an author  To learn to read individual graphemes as taught in Little Wandle Revised Letters and Sounds programme  To use phonics knowledge to blend CVC words, simple phrases and captions  To increase pace/fluency when identifying graphemes/familiar words -reading groups  To develop our comprehension skills by talking about what we have read or heard others read -reading groups  **In Reading Shack-** Wellcomm-time words-now, next, before and after Role play-School-links to People Who Help Us and emergency services  Use of widgets in the environment and sound buttons to support reading during focussed lessons | |
| Phonics | **Little Wandle Revised Letters and Sounds Programme Phase 3:**  **Week 1:** reviewing vowel digraphs; ai, ee, igh, oa, oo, ar,or, ur, oo, ow, oi and ear  **Week 2:** reviewing: er, air and words with double letters and longer words  **Week 3:** words with two or more digraphs  **Week 4:** longer words, words ending in ‘ing’ and compound words  **Week 5:** longer words, words with ‘s’ (z sound) in the middle, words ending in ‘s’ as in plural  **Week 6:** words ending in ‘es’ ( z as in speeches)  **Tricky Words:**review all taught so far, secure spelling  **Week 1:** into she he we be  **Week 2:** was you they  **Week 3:** my by all  **Week 4:** are sure pure  Phonics for IWB-  <https://ictgames.com/mobilePage/forestPhonics/index.html>  <https://ictgames.com/phonicsPop/index.html> | |
| Communication and Language | Wellcomm Language Interventions  Question Box-who, what, where, when, why? (during snack time) Wellcomm | |
| NUMBER | To continue to develop fluency over the key skills of counting 1-5, 6-10 (stable order principle)  Count beyond ten.  To continue to develop knowledge over the cardinality of numbers (Cardinality principle )  Link the number symbol (numeral) with its cardinal number value.  Subitise numbers 1-5-daily fluency  Subitise numbers 1-5 and a ‘bit more’ using 10 frames, fingers, dice patterns and other arrangements  To understand composition of numbers  1-10  Introduce Rek ‘n’ Reks  **Number Rhymes**  **Week 1:** The Shape Song [The Shapes Song - YouTube](https://www.youtube.com/watch?v=pfRuLS-Vnjs)  **Week 2:** [Shapes song for kids | The Singing Walrus - YouTube](https://www.youtube.com/watch?v=OEbRDtCAFdU)  **Week 3:** [3D Shapes I Know (solid shapes song- including sphere, cylinder, cube, cone, and pyramid) - YouTube](https://www.youtube.com/watch?v=2cg-Uc556-Q)  **Week 3:** [3D Shapes Song | Shapes for kids | The Singing Walrus - YouTube](https://www.youtube.com/watch?v=guNdJ5MtX1A)   SHAPES!  **Week 4:**  **Week 5:**  **Week 6:** Where’s the Monkey?  **Week 4;** [Numberblocks - Series 2: Ten Green Bottles - BBC iPlayer](https://www.bbc.co.uk/iplayer/episode/b08r41qb/numberblocks-series-2-ten-green-bottles) Lets meet 10!  [Numberblocks - Series 2: Ten - BBC iPlayer](https://www.bbc.co.uk/iplayer/episode/b08phr1g/numberblocks-series-2-ten) introduce what 10 looks like on a 10 frame/number bonds within 10 [Numberblocks - Series 3: Now We Are Six to Ten - BBC iPlayer](https://www.bbc.co.uk/iplayer/episode/b0bmkb6k/numberblocks-series-3-now-we-are-six-to-ten)  **Week 7:** Five and a friend**:** [Numberblocks - Series 3: Five and Friends - BBC iPlayer](https://www.bbc.co.uk/iplayer/episode/b0bn5dz7/numberblocks-series-3-five-and-friends) [Numberblocks - Series 3: Building Blocks - BBC iPlayer](https://www.bbc.co.uk/iplayer/episode/b0bmkj57/numberblocks-series-3-building-blocks) | |
| NUMERICAL PATTERNS | **WEEK 1:** To compose 2D and 3D shapes – how can we make these shapes?  investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square  **Week 2:** Compare length-long and short,-non standard units of measurements  Week 3: compare length longer/shorter. Longest/shortest-non standard units of measurments  **WEEK 5:** Compare weight-heavy/light/heaviest/lightest/the same  **WEEK 6:** To use spatial words for shape and space and position such as ‘above’ ‘below’ ‘inside’ ‘outside’ and ‘besides’ as children carry out activities-links to WELLCOMM.  **TEXTS:**  Circle  Square  Triangle  **Computing Opportunities**  **Wk 1- Finding shapes-** https://www.learningtrajectories.org/games/Hidden\_Pictures/activity/?level=4&cell=1  **Wk2- Matching Shapes -** https://www.learningtrajectories.org/math-activities/concentrate-exact-matches-basic-shapes  **Wk3** [Robot Addition](https://www.topmarks.co.uk/addition/robot-addition) Top marks game  **Wk4** [Let's Compare - Early Years Size Comparison Game](https://www.topmarks.co.uk/early-years/lets-compare)  **Wk5** [Happy Camel . Games . peg + cat | PBS KIDS](https://pbskids.org/peg/games/happy-camel/) | |
| Understanding of the World:  SCIENCE | **Week 1:** The Tiny Seed -science experiment to see where is the best place/conditions for a seed to grow? Dry, wet, cold, desert-hot, unsafe (birds) on the mountain-cold  **Week 2:** C  **Week 6:** Camille and the Sunflowers-The Life Cycle of a Sunflower- children will plant a sunflower in the correct conditions and write a label to show how to care for it  What does a plant need? Sun-light, water-rain, not too hot or cold | |
| GEOGRAPHY | **Seasonal Change:**  To know that the months of March, April and May are in the season of Spring  To understand that Spring is a time for new beginnings-baby animals being born, Easter, new growth for plants and trees  To know that there are x four seasons and spring comes after winter but before autumn  **Week 1: (RE)** To observe the seasonal changes which are happening during Spring on a Spring walk  of awareness (local walk around community)  **Week 4:** To research the life cycle of a frog and human | |
| HISTORY | **Historical Importance:** **Week 5:**  To research Charles Darwin as a Botanist Read the non-fiction book-Charles Darwin  What was his job role?  When did he live?  Language to be Used: past, long ago, history, scientist, finding out  Links to Austin’s butterfly-making our drawings even better | |
| Personal, Social and Emotional Development | **1 Decision PSHE (weeks 1-5)**  **Week 1:**  Yellows Germs- animated story, During this story, Yellow learns about how germs can transfer from one Drop to another, and how to prevent germs from spreading. TL- Annotate the story on screen . Use talking cards This game consists of 12 photographs that show a range of situations where germs may spread. Early Years Practitioners should explain the situation on each photograph and allow students to decide if the action prevents or promotes the spread of germs. Linked to the Yellow Learns About Germs storybook/animation GT looking after myself and managing own needs.  **Week 2:**   Purple Handwash- dilemma drop, Purple wants to wash her hands but is too little to reach the sink. What could we do to help?. Children think about how they can help? Can they build a step so Purple can reach the sink? (Using construction) Choose a material, Draw it, then make it? Ind-Children are to sequence how to wash your hands. GT Who to ask for help, looking after myself and solve problems  **Week 3:**  Red’s Nut allergy  **Week 4:**  Green’s Greens- It’s Green’s birthday and he is having a party. Green eats lots of cakes and sweet treats but then starts to feel sick. During this story, Green learns about healthy and unhealthy food. Play the food sorting game. Ind – children to draw a plate of healthy food.GT managing own needs and looking after myself.  **Week 5:**  Rainbow’s food journey  **Week 6:** Pink has a new brother  **Week 7:** Orange sleeps over | |
| Physical Development | **Gross Motor** PE  Lesson 1  **ELG**- Develop fundamental movement skills (PD)  Listen attentiveley (C&L)  **Learning Intensions**  Listen and respond appropriately to instructions.  To move in a variety of way, changing speed and direction  Apply simple understanding of shape and space.  **Skills development**   Adapting instructions to physical conditions.  **We are learning.**  To move safely  Lesson 2  **ELG**- Develop basic jumping  skills (PD)  Listen attentively (C&L)  **Learning intentions**  Jumping and rebounding on and off low apparatus.  Lesson 3  **Learning intentions**  Jumping, rebounding on and off and travelling along low apparatus.  Work with a partner to jump in unison  To create simple jumping and travelling sequence  **Skills development**  Take off and landing positions for jumping -Landing, keep feet together, always land with bent ‘soft’ knees and use your arms to stop falling forward, this is the ‘magic’ seat position as the children look like they are sitting down.   Lesson 4  **ELG**- Enjoy taking part in a variety of activities individually and with other (PSED)  **Learning intentions**  Balance a beanbag on various parts of the body.  Move and roll a ball around the body with control  Work as part of a team to transfer ball, beanbags, and hoops  **Skills development**  Transferring and moving equipment  Lesson 5 and 6  **ELG** –Replicate basic movements on apparatus and floor (PD)  **Learning intentions**  Working on apparatus stations to develop travelling skills on various body parts.  Move over, under around, though, on and off apparatus and incorporate balances.  **Skills development**  Moving through and under apparatus  To travel on mats and benches  Lesson 7  **ELG**- Accurately replicate basic movements (PD)  **Learning intentions**  Develop body awareness, moving limbs together and in isolation.  Show ability to copy and repeat simple patterns  To use basic equipment to demonstrate coordinated movement  **Skills development**  Copying and repeating  Ensure the children are watching closely what they and others are doing and ask them to prepare before receiving the object. Check they know which hand they should be receiving the ball in. Do they know their right and left hand/sides?    **Fine Motor** **in Funky Fingers Area**  **WEEK 1:** Coloured beads for pattern threading -copy, continue and create patterns  **WEEK 2:** Seed and bean sorting with tweezers  **WEEK 4:** Pasta threading-challenge: to make a caterpillar  Threading/sewing fruits  Moulding and shaping clay into round and oval balls, also sausages  Cutting around a circle shape to make the body of a caterpillar  **WEEK 4:** Finger painting-using a different finger for a different colour to rainbow write own name  **WEEK 5:** Creating a seed head using real seeds, lentils and beans  **WEEK 6:** EID  **WEEK 7:** Cut around petal and leaf shapes and assemble to create a sunflower head | |
| R.E | **Recognise new life and new beginnings looking at life cycles.**  **To understand that actions can be forgiven. (Jesus died to make the world a better place for us all)**  **Discovery Scheme:** **Theme-Easter**  What is Easter?  Religion: Christianity  Concept: salvation/new beginnings/forgiveness    **Lesson 1:** Signs of Spring- Recap Nowruz, the four seasons, changes that happen and how Spring is different than the other seasons. Children look for signs of Spring walk in local community. Links to Topics in wk3  **Lesson 2:** Spring into life- Share an egg around the class. Who’s egg is this? Read the story  Chickens aren’t the only ones Ruth Heller. Share with the children the understanding that new life comes from an egg. This is also a sign of Easter is arriving. Look at pictures and images for signs of Easter. (cross. Hot cross buns, easter eggs, bunnies, flowers, chicks and lambs. Evidence in Literacy  **Lesson 3:** Spring into life - Spring is seen as the season that welcomes new life, within nature and wildlife. Look at the Hungry caterpillar story by Eric Carle. Explore the life cycle of a caterpillar. What new things happen in Spring? How do things change? Can children mime examples of new life in Spring? Children are to act out the life cycle of a butterfly, use ipod to capture drama. Links to Topic/Literacy  **Lesson 4:** Easter- Share the Easter story and why Easter  is so important to Christians. What has happened so far in the story? How are the characters feeling and why? Why was Jesus praying? Christians believe Jesus was God’s son so he was asking God for help as he knew something scary was going to happen. Can children retell the story? Record children’s responses using ipod.  **Lesson 5:** Easter- Read the next part of the story with Jesus being placed on the cross and identify the change in weather that occurs. Why do they think the weather changed? Read the remaining part of the story up to when Christians believe that Jesus came back to life and appeared to his disciples. How do you think the disciples, His friends, felt when they saw Him again?  Show children the different symbols of Easter again. Can they relate them to the story now? Children create an easter card | |
| Expressive Arts and Design  ART | **Week 3**: To use clay to mould and shape balls, ovals and sausage shapes  To use imprinting tools to add details onto clay shapes  To fix and join clay pieces together  To create a very hungry caterpillar sculpture from clay  **Week 5:** Draw an observational picture of a butterfly-links to Austin’s Butterfly and Charles Darwin (topic)  **Week 7:** Design and create an Easter celebration card  **Week 6:** Observational drawings of flowers or fruit-use a magnifying glass or a lens to observe patterns on the leaves and skin of the fruits and seeds. Creating representations of sunflowers in a range of mediums-collage materials, paint and natural seeds-save excellent paintings for display outside Mr Roses’ office. (this will take place over x4 lessons, so x1 group each day to complete artwork, the initial lesson will combine with topic) | |
| ROLE PLAY | **WEEK 1/2: People Who Help Us** fire fighters, police officers, doctors and nurses-language to be used: help, save, emergency, 999, ambulance, police car/van, fire engine. **Shed 2:** Children will pretend they are ‘helping’ people to put out a fire or to assist if a teddy is lost. **Shed 1:** children can role play the part of a parent with a poorly doll or a doctor at the clinic who will make them better again. Encourage turn taking (self-regulation) and encourage children to use: 1. We choose it, 2. We use it, 3.we tidy it away in its home  **WEEK 3/4:** Schools and Teachers in writing den  **WEEK 5/6:** Den building (spatial awareness) | |
| MUSIC | **Week 2:** Spring Chicken song-hatching from an egg links to topic and literacy  **WEEK 4:**  Tiny caterpillar on a leaf song  **Week 6:** EID  **Charanga:** | |
| Technology to Support Learning | **Maths:**  <https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>  <https://www.topmarks.co.uk/early-years/shape-monsters>  <https://www.didax.com/apps/ten-frame/>  **Topic:**  <https://learnenglishkids.britishcouncil.org/songs/the-leaves-the-trees>  <https://www.youtube.com/watch?v=EDKw10e-1ko> Mary, Mary, Quite Contrary  <https://www.youtube.com/watch?v=AqwLb00BOqc> Mary Had a Little Lamb  <https://www.bbc.co.uk/teach/school-radio/primary-music-index/z6762sg>  **Literacy:**  <https://www.topmarks.co.uk/phonics/balloon-phonics-cvc-game>  <https://ictgames.com/mobilePage/skyWriter/index.htm>  <https://learnenglishkids.britishcouncil.org/short-stories/our-colourful-world>  <https://learnenglishkids.britishcouncil.org/story-maker-1> | |
| Additional Experiences  TRIPS/VISITS | Spring local walk of awareness  Phonics/Early Reading Workshop for Parents  Maths Parent’s workshop | |