



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

Reception Curriculum SPRING 2



Our Wonderful World

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 3 rd 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
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					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

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					

<p>Letter formation for new graphemes taught displayed in writing area and on writing boards</p> <p>New graphemes and their phonemes-phase 3 LWLS</p> <p>Develop fine motor skills for writing (see funky fingers)</p> <p>Hold a sentence</p> <p>Build a sentence</p> <p>Match a sentence/caption to a picture</p> <p>Use of finger space widget tool</p> <p>Use of sentence strips</p>	<p>Development of hand-eye-coordination</p> <p>Holding an object in both hands at once</p> <p>Joining construction materials together by pushing and then pulling them apart</p> <p>Joining materials by threading and then knotting string together</p> <p>Using paper clips and pegs for fixing two surfaces together</p> <p>Moulding and shaping clay and dough</p>	<p>Handling books carefully</p> <p>Turn a page at a time</p> <p>Holding books up the correct way</p> <p>Places books back correctly on their shelves</p> <p>Identifying pictures and texts</p> <p>Identifying the author and knowing what an author's job is</p> <p>Oral blending</p> <p>Blending CVC words</p> <p>Re-reading a sentence we have written to check it makes sense</p>	<p>Doing up and un-doing fastenings on clothing -in particular coats</p> <p>Sharing and turn taking -self-regulation</p> <p>Tidying up and caring for resources -self regulation</p> <p>Communication</p> <p>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</p> <p>Writing a list of healthy and unhealthy foods for a hungry caterpillar</p>	<p>Organising and sorting resources back into their correct places-self regulation</p> <p>Turn taking and sharing</p> <p>Communication-adding a narrative to a game and through WELLCOMM</p> <p>Using blending skills to follow a sequence of design</p> <p>Combining fixing and joining skills to create fire stations, hospitals and fire stations for their small world play</p> <p>Enclosing-putting a roof on models made</p> <p>Building vertically and horizontally</p> <p>Use of new vocabulary relating to fixing and joining</p>	<p>Fluency of Subitising patterns 1-5 and a bit more</p> <p>Counting forwards and backwards to 10 and then 1 beyond starting from different starting points(stable order principle)</p> <p>Counting to a number and then stopping (cardinality principle)</p> <p>Naming 2d shapes</p> <p>Learning about the properties of a 2d shape</p> <p>Description of 2d shapes-guess my shape game</p> <p>Learning 3d shapes</p> <p>Talking about 3d shape properties</p> <p>Comparison of 2d/3d shapes-solid or flat</p> <p>Sorting shapes</p> <p>Shape hunt</p> <p>Using shapes for a purpose</p> <p>Using shapes to create pictures</p>
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Enhanced Provision for Spring Term 2 Topic- Our Wonderful World

<p>White boards for continuum band name writing</p> <p>Scaffolds for list writing</p> <p>Sentence strips</p> <p>Finger space scaffold tools</p> <p>Widgets for life cycles</p> <p>Tricky words</p> <p>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</p> <p>WEEK 2-Chicken's Aren't the Only ones-Who's egg is this?-sentence/caption writing to</p>	<p>WEEK 1: Coloured beads for pattern threading -copy, continue and create patterns</p> <p>WEEK 2: Seed and bean sorting with tweezers</p> <p>WEEK 3: Pasta threading-challenge: to make a caterpillar</p> <p>Threading/sewing fruits</p> <p>Moulding and shaping clay into round and oval balls, also sausages</p> <p>Cutting around a circle shape to make the body of a caterpillar</p>	<p>Books/stories featuring bugs-caterpillars and butterflies/emergency services/shapes/easter story/life cycles/spring</p> <p>Widget blending cards with key words from stories</p> <p>Caption matching-phase 2 and 3 sounds</p> <p>WEEK 3-Sequencing cards from familiar stories on a string with pegs-hungry caterpillar</p> <p>Word maps relating to stories/texts</p>	<p>SHED 2:</p> <p>Dressing up clothes as emergency services</p> <p>Props-phones to encourage use of language, clipboards with accident report forms, widgets to support independent writing, 999 sign</p> <p>SHED 1:</p> <p>Dolls and clothes, blankets, bottles, changing mats</p> <p>Doctors and nurses uniforms, doctors kit, clipboards, widget cards for writing opportunities-prescription forms</p>	<p>WEEK 1 and 2: Tuff spot tray filled with x4 buckets and spades, selection of seeds and digging tools for planting</p> <p>WEEK 3: The Very Hungry Caterpillar-life cycles kit with widget words and habitat resources</p> <p>WEEK 4 and 5: The Very Hungry Caterpillar-headband/masks for story characters, puppets and story books (table by art area)</p>	<p>Subitising dice and cards 1-5 and beyond</p> <p>Rek 'n' Reks</p> <p>10x frame</p> <p>Number sentence cards using, 'first, next and now'</p> <p>WEEK 1:</p>
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<p>match with the egg in the picture-widget cards for supporting segmenting</p> <p>WEEK 3 -The Very Hungry Caterpillar-sorting healthy and unhealthy foods for a caterpillar</p> <p>Writing a list of healthy foods</p> <p>Unhealthy foods</p> <p>Provide widget cards and grapheme charts for support</p> <p>WEEK 4 -Easter Greetings</p> <p>Making an Easter card for a friend or family member- provide widget cards as a scaffold</p> <p>WEEK 5: The Butterfly Kiss</p> <p>Life cycle book-widgets cards for support</p>	<p>WEEK 4: Finger painting-using a different finger for a different colour to rainbow</p> <p>write own name</p> <p>WEEK 5: creating a seed head using real seeds, lentils and beans</p>	<p>Story map templates for scaffold and word mats relating to current book/text</p>	<p>Writing Den:</p> <p>Writing equipment- whiteboards and pens, books, pens and pencils</p> <p>Head band masks-roleplay school and teachers</p> <p>Clip boards and recipes for following</p> <p>Widget word prompts</p> <p>Opportunities to write own stories, create story maps</p> <p>Opportunities to write during role play</p> <p>WEEK 1 and 2: Tuff spot tray filled with x4 buckets and spades, selection of seeds and digging tools for planting</p> <p>WEEK 3 and 4: The Very Hungry Caterpillar-headband/masks for story characters, puppets and story books (table by art area)</p>		
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Spring 2	Topic/Theme: Our Wonderful World
	Key Knowledge and Vocabulary
WRITING	<p>To mark make with increasing control and purpose</p> <p>To apply correct letter formation using the memorable phrase for each grapheme taught in LWLSP</p> <p>To use phonics knowledge to write simple captions based on our spoken words</p> <p>To write a caption which matches up to a picture</p> <p>To use grapheme chart with fluency and independence</p> <p>To use segmenting fingers independently</p> <p>To introduce capital letters and match them to corresponding lower case letters</p> <p>Form lower-case and capital letters correctly (for writing formation)</p> <p>Introduce sentence strips as a scaffold for writing</p> <p>Use of finger space prompts for independent and focussed writing</p> <p>To use full stops correctly and understand how and why they are used</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Hold a sentence</p>

	<p>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)</p> <p>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.</p> <p>Week 3: The Very Hungry Caterpillar-Sentences added on to Children's own life cycle book (links with RE and Science)</p> <p>Week 7: Writing the greeting inside an Easter Card for friends of Hodge Hill Primary School using our phonics knowledge</p> <p>Week 4:The Butterfly Kiss- captions to match with a picture-links to healthy and unhealthy foods</p> <p>List writing in continuous provision=what is healthy and unhealthy food for a caterpillar?</p> <p>Letter formation for IWB- https://ictgames.com/mobilePage/skyWriter/index.html</p> <p>WELLCOMM (in class)- days of the week sequencing/order</p> <p>Week 6: Camille and the sunflower-label a sunflower and add a caption to explain what each part of the flower is for.</p> <p>Week 5: mother's day-writing describing words about our Mum's-draw our Mum and add adjectives around her</p>
Texts as Focus	<p>The Very hungry Caterpillar by Eric Carle</p> <p>The Butterfly Kiss by Charles Fuge</p> <p>The Tiny Seed by Eric Carle</p> <p>Chickens Aren't the only Ones by Ruth Heller</p> <p>Camile and the Sunflowers by Anholt's Artists</p>
Book of the Week for Voting Stations	<p>One year with Kipper by Mick Inkpen</p> <p>Jack and the Beanstalk</p> <p>What the Ladybird Heard by Julia Donaldson</p> <p>I will not, Ever, Never Eat a Tomato</p> <p>The Odd Egg by Emily Gravett</p> <p>Do You Like bugs/ by Matt Robertson</p>
READING	<p>To learn that the pictures are drawn by an illustrator and the words are written by an author</p> <p>To learn to read individual graphemes as taught in Little Wandle Revised Letters and Sounds programme</p> <p>To use phonics knowledge to blend CVC words, simple phrases and captions</p> <p>To increase pace/fluency when identifying graphemes/familiar words -reading groups</p> <p>To develop our comprehension skills by talking about what we have read or heard others read -reading groups</p> <p>In Reading Shack- Wellcomm-time words-now, next, before and after Role play-School-links to People Who Help Us and emergency services</p> <p>Use of widgets in the environment and sound buttons to support reading during focussed lessons</p>
Phonics	<p>Little Wandle Revised Letters and Sounds Programme Phase 3:</p> <p>Week 1: reviewing vowel digraphs; ai, ee, igh, oa, oo, ar,or, ur, oo, ow, oi and ear</p> <p>Week 2: reviewing: er, air and words with double letters and longer words</p> <p>Week 3: words with two or more digraphs</p> <p>Week 4: longer words, words ending in 'ing' and compound words</p> <p>Week 5: longer words, words with 's' (z sound) in the middle, words ending in 's' as in plural</p> <p>Week 6: words ending in 'es' (z as in speeches)</p> <p>Tricky Words: review all taught so far, secure spelling</p> <p>Week 1: into she he we be</p> <p>Week 2: was you they</p> <p>Week 3: my by all</p>

	<p>Week 4: are sure pure Phonics for IWB- https://ictgames.com/mobilePage/forestPhonics/index.html https://ictgames.com/phonicsPop/index.html</p>
Communication and Language	<p>Wellcomm Language Interventions Question Box-who, what, where, when, why? (during snack time) Wellcomm</p>
NUMBER	<p>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</p> <p>Number Rhymes Week 1: The Shape Song The Shapes Song - YouTube Week 2: Shapes song for kids The Singing Walrus - YouTube Week 3: 3D Shapes I Know (solid shapes song- including sphere, cylinder, cube, cone, and pyramid) - YouTube Week 3: 3D Shapes Song Shapes for kids The Singing Walrus - YouTube SHAPES! Week 4: Week 5: Week 6: Where's the Monkey?</p> <p>Week 4: Numberblocks - Series 2: Ten Green Bottles - BBC iPlayer Lets meet 10! Numberblocks - Series 2: Ten - BBC iPlayer introduce what 10 looks like on a 10 frame/number bonds within 10 Numberblocks - Series 3: Now We Are Six to Ten - BBC iPlayer Week 7: Five and a friend: Numberblocks - Series 3: Five and Friends - BBC iPlayer Numberblocks - Series 3: Building Blocks - BBC iPlayer</p>
NUMERICAL PATTERNS	<p>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</p>

	<p>Wk2- Matching Shapes - https://www.learningtrajectories.org/math-activities/concentrate-exact-matches-basic-shapes</p> <p>Wk3 Robot Addition Top marks game</p> <p>Wk4 Let's Compare - Early Years Size Comparison Game</p> <p>Wk5 Happy Camel . Games . peg + cat PBS KIDS</p>
Understanding of the World: SCIENCE	<p>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</p> <p>Week 2: C</p> <p>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</p> <p>What does a plant need? Sun-light, water-rain, not too hot or cold</p>
GEOGRAPHY	<p>Seasonal Change:</p> <p>To know that the months of March, April and May are in the season of Spring</p> <p>To understand that Spring is a time for new beginnings-baby animals being born, Easter, new growth for plants and trees</p> <p>To know that there are x four seasons and spring comes after winter but before autumn</p> <p>Week 1: (RE) To observe the seasonal changes which are happening during Spring on a Spring walk of awareness (local walk around community)</p> <p>Week 4: To research the life cycle of a frog and human</p>
HISTORY	<p>Historical Importance: Week 5:</p> <p>To research Charles Darwin as a Botanist Read the non-fiction book-Charles Darwin</p> <p>What was his job role?</p> <p>When did he live?</p> <p>Language to be Used: past, long ago, history, scientist, finding out</p> <p>Links to Austin's butterfly-making our drawings even better</p>
Personal, Social and Emotional Development	<p>1 Decision PSHE (weeks 1-5)</p> <p>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.</p> <p>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</p> <p>Week 3: Red's Nut allergy</p> <p>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.</p> <p>Week 5: Rainbow's food journey</p> <p>Week 6: Pink has a new brother</p>

	Week 7: Orange sleeps over
Physical Development	<p>Gross Motor PE</p> <p>Lesson 1</p> <p>ELG- Develop fundamental movement skills (PD)</p> <p>Listen attentively (C&L)</p> <p><u>Learning Intentions</u></p> <p>Listen and respond appropriately to instructions.</p> <p>To move in a variety of way, changing speed and direction</p> <p>Apply simple understanding of shape and space.</p> <p><u>Skills development</u></p> <p>Adapting instructions to physical conditions.</p> <p><u>We are learning.</u></p> <p>To move safely</p> <p>Lesson 2</p> <p>ELG- Develop basic jumping skills (PD)</p> <p>Listen attentively (C&L)</p> <p><u>Learning intentions</u></p> <p>Jumping and rebounding on and off low apparatus.</p> <p>Lesson 3</p> <p><u>Learning intentions</u></p> <p>Jumping, rebounding on and off and travelling along low apparatus.</p> <p>Work with a partner to jump in unison</p> <p>To create simple jumping and travelling sequence</p> <p><u>Skills development</u></p> <p>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.</p> <p>Lesson 4</p> <p>ELG- Enjoy taking part in a variety of activities individually and with other (PSED)</p> <p><u>Learning intentions</u></p> <p>Balance a beanbag on various parts of the body.</p> <p>Move and roll a ball around the body with control</p> <p>Work as part of a team to transfer ball, beanbags, and hoops</p> <p><u>Skills development</u></p> <p>Transferring and moving equipment</p> <p>Lesson 5 and 6</p> <p>ELG –Replicate basic movements on apparatus and floor (PD)</p> <p><u>Learning intentions</u></p> <p>Working on apparatus stations to develop travelling skills on various body parts.</p>

	<p>Move over, under around, though, on and off apparatus and incorporate balances.</p> <p><u>Skills development</u></p> <p>Moving through and under apparatus</p> <p>To travel on mats and benches</p> <p>Lesson 7</p> <p><u>ELG-</u> Accurately replicate basic movements (PD)</p> <p><u>Learning intentions</u></p> <p>Develop body awareness, moving limbs together and in isolation.</p> <p>Show ability to copy and repeat simple patterns</p> <p>To use basic equipment to demonstrate coordinated movement</p> <p><u>Skills development</u></p> <p>Copying and repeating</p> <p>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?</p> <p>Fine Motor in Funky Fingers Area</p> <p>WEEK 1: Coloured beads for pattern threading -copy, continue and create patterns</p> <p>WEEK 2: Seed and bean sorting with tweezers</p> <p>WEEK 4: Pasta threading-challenge: to make a caterpillar</p> <p>Threading/sewing fruits</p> <p>Moulding and shaping clay into round and oval balls, also sausages</p> <p>Cutting around a circle shape to make the body of a caterpillar</p> <p>WEEK 4: Finger painting-using a different finger for a different colour to rainbow write own name</p> <p>WEEK 5: Creating a seed head using real seeds, lentils and beans</p> <p>WEEK 6: EID</p> <p>WEEK 7: Cut around petal and leaf shapes and assemble to create a sunflower head</p>
R.E	<p>Recognise new life and new beginnings looking at life cycles.</p> <p>To understand that actions can be forgiven. (Jesus died to make the world a better place for us all)</p> <p>Discovery Scheme: Theme-Easter</p> <p>What is Easter?</p> <p>Religion: Christianity</p> <p>Concept: salvation/new beginnings/forgiveness</p> <p>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</p> <p>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</p>

	<p>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</p> <p>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.</p> <p>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</p>
Expressive Arts and Design ART	<p>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</p> <p>Week 5: Draw an observational picture of a butterfly-links to Austin's Butterfly and Charles Darwin (topic)</p> <p>Week 7: Design and create an Easter celebration card</p> <p>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)</p>
ROLE PLAY	<p>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</p> <p>WEEK 3/4: Schools and Teachers in writing den</p> <p>WEEK 5/6: Den building (spatial awareness)</p>
MUSIC	<p>Week 2: Spring Chicken song-hatching from an egg links to topic and literacy</p> <p>WEEK 4: Tiny caterpillar on a leaf song</p> <p>Week 6: EID</p> <p>Charanga:</p>

Technology to Support Learning	<p>Maths:</p> <p>https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering</p> <p>https://www.topmarks.co.uk/early-years/shape-monsters</p> <p>https://www.didax.com/apps/ten-frame/</p> <p>Topic:</p> <p>https://learnenglishkids.britishcouncil.org/songs/the-leaves-the-trees</p> <p>https://www.youtube.com/watch?v=EDKw10e-1ko Mary, Mary, Quite Contrary</p> <p>https://www.youtube.com/watch?v=AqwLb00BOqc Mary Had a Little Lamb</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-music-index/z6762sg</p> <p>Literacy:</p> <p>https://www.topmarks.co.uk/phonics/balloon-phonics-cvc-game</p> <p>https://ictgames.com/mobilePage/skyWriter/index.htm</p> <p>https://learnenglishkids.britishcouncil.org/short-stories/our-colourful-world</p> <p>https://learnenglishkids.britishcouncil.org/story-maker-1</p>
Additional Experiences TRIPS/VISITS	<p>Spring local walk of awareness</p> <p>Phonics/Early Reading Workshop for Parents</p> <p>Maths Parent's workshop</p>