Reception: Spring 2

Ready, steady, grow!



Springtime

- Using flat paintbrushes to create spring flowers in the style of Anna Blatman. (EAD)
- Looking at parts of a plant, roots, leaf and stem. (UW)
- Writing what we can see in springtime. (L)
- Measuring flowers (N)

Key questions:

- What do plants need to grow?
- What is the weather like in spring?



Key Texts

Olivers vegetables– Meredith Hooper
Honey biscuits– Meredith Hooper
The hungry caterpillar– Eric Carle
The seed - Eric Carle

Key events

Visit from Veterinary Nurse
Chicks—Growing and Hatching

Chicks

- Writing a fact file about chicks and how to care for them (L)
- Make chick collages using different materials (EAD)
- Using nests to make amounts to 7 (N)

Key Questions:

- What do you think is inside the egg?
- Why do we have to keep the eggs warm?
- What do the chicks need to survive?

Farm to fork

- Making smoothies, talking about healthy eating. (UW)
- Making fruit and vegetables prints. (EAD)
- Sequencing farm to fork routines (M)

Key Questions

At home you could:

- Where does our food smell from?
- What foods come from animals?

Hungry Caterpillar

- Creating a lifecycle poster of chicks and butterflies (L)
- Make a paper chain caterpillar (EAD)
- Ordering the story of the Hungry Caterpillar (R)
- Recognising numbers and matching quantity to numeral (N)

Key Questions:

- How does the caterpillar change from the start to the end?
- Which foods in the story are healthy?

At home you could...

- Grow some plants and encourage children to water and observe changes.
- Look at spring changes when out for walks or days out.
- Read farm themed books or non-fiction books about growing things.
- Make healthy recipes and measure out ingredients.

Growing cress

- Children will grow their own cress (UW)
- Using seeds to create texture in our art (EAD)
- Instructions for growing cress.(L)
- Going for a spring walk spotting plants and flowers. (UW, CL)

Key Questions:

- Where do seeds come from?
- Why is water important?
- What might happen if the seed doesn't get sun-light/water/soil

Phonics—Little Wandle

- Phase 3 GPCs covered in Spring 1 are:
  ai ee igh oa oo oo ar or ur ow oi ear air er.
- Sound-talk and read words ending in -er in one go.
- Chunking up longer words

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur **oo** ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in –ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	

Maths

Focusing on number 6 and 7.

- Compare sets and use language of comparison—more than, fewer than and equal to.
- Subitise to 5.



PSHE

We will be focusing on:
Ways we keep safe—roads, railways, water, online.

PE

Jellyfish and Lobsters—Wednesday and alternative Thursday
Turtles and Seahorses—Monday and alternative Thursdays

Key Vocabulary

Seed	Soil	Water	Sunlight
Stem	Flower	Harvest	Root

Communication and Language

- Engage and participate in discussion, using new vocabulary through the day.
- Articulate ideas and thoughts in well-formed sentences.

Personal, Social and Emotional

- Express their feelings and consider the feelings of others.
. Build constructive and respectful relationships.
. Be confident to try new activities and show independence.
. Manage own needs—basic hygiene and needs.

Physical Development

- Hold my pencil correctly.
- Use a range of tools with increasing control, including, pencil, scissors, paint brush and cutlery.
- Move safely within a space and around obstacles.
- Be increasingly independent as they get dressed and undressed.

Home Learning/Helping at Home

Daily activities (where possible):

* Reading the books provided (please record in the blue reading record).
* Practise writing using the whiteboards provided.
* Practise tricky words (in green wallet)
* Sharing 'love to read' stories.





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