

**TOPIC: 'Animal Magic': Book: 'What the Ladybird Heard', The Farm, Chicks, Easter and Spring**

**PSED -**

Can name and talk about own and others' emotions.  
Completes set challenges/tasks independently.  
Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.  
I can usually adapt my behaviour to different events, social situations and routines.  
More confident to tackle new challenges and with encouragement will keep going.  
Follows school and class rules and can talk about their importance.  
Knows some ways to keep healthy.  
Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.  
Uses words to solve conflicts.  
Takes turns in group activities.  
Identifies how others feel and responds appropriately.

**WRITING -**

- . Writes some upper-case letters correctly.
- . Writes most lower-case letters correctly using a pincer grip.
- . Writes CVC words and labels using Phase 2 and 3 phonemes.
- . spells words that are phonologically correct
- . Spells some tricky words.
- . Write captions e.g. The cat.
- . Write short sentences.
- . Uses finger spacing between words.

**PHONICS -**

Work on Phase 3 and 4 Phonics (digraphs, tricky words and consonant clusters)  
Children will be encouraged to apply skills learnt to reading and writing.  
Please continue to practice all the tricky words at home.



**UNDERSTANDING THE WORLD -**

. Have a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.  
Describes some features of plants and animals and identifies when things are the same and different.  
Can draw a simple map of a real or imaginary place including some features e.g. houses, trees  
Can talk about a city and countryside location  
Know about the celebration 'Easter' and why Christians remember

**READING -**

- . Read books with a range of Phase 2 and 3 words and tricky words
- . Shows a good understanding of what has been read.
- . Reads all Phase 2 and 3 tricky words and begin to learn Phase 4 tricky words.
- . Learns Phase 3 digraphs and begins to learn Phase 4 consonant clusters.
- . Enjoy a variety of books of different genres.
- . talk about their favourite books and why
- . Begin to answer questions about what they have read

**EARLY YEARS  
SPRING 2nd HALF  
TERM 2026**

**PD -**

**Gross Motor skills**

- . Can throw, kick, pass and catch a large ball.
- . Able to balance on and off equipment.
- . Can jump safely from a piece of equipment.

**Fine Motor skills**

- . Sits at a table to write.
- . Holds a pencil in a tripod grip.
- . Uses scissors to cut around more complex shapes, e.g. split pin characters.

**MATHS -**

- . Exploring the purpose of counting
- . Revisit the concept of cardinality - the last number in the count tells us how many altogether
- . 2D shapes and how they can go together to make other shapes
- . Comparing numbers
- . Investigating the composition of the number 7.
- . doubles to 10

**EAD -**

Uses different techniques and materials to achieve the desired effect and can talk about what has been created.  
Mixes colours to produce different shades and combines materials to create different textures.  
Is beginning to plan a design before starting.  
Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.  
Plays a range of percussion instruments and glockenspiel.  
Uses instruments to compose own music.  
Along with others, collects resources to develop own role play storylines.

### **EAD**

Creating and role-playing in the 'Farm Shop'

Using clay, pastels, paint, collage, drawing, chalk- creating farm animals, chicks.

Music - Charanga: 'Our World'

Learning new songs

### **PSED**

#### **Pride**

What have you done today to make you feel proud?

Children take pride in their work, they begin to improve their work by talking about what went well and what they would change next time.

They share with friends and adults work they are proud of and why. We celebrate successes and children celebrate their own and others successes - this may be inside or outside of school.

#### **Responsibility**

We will be talking about responsibility in school and what the children are responsible for in the classroom as well as at home.

Children make links to taking responsibility for tidying up, washing their hands, helping others (working as a team) - they share the responsibility to make sure all are happy.

They share what responsibility they have at home: tidying their bedroom, brushing their teeth, putting their plate by the sink after dinner etc.

## **LEARNING EXPERIENCES**

### **WRITING**

. Persuasive writing to Mr Wilkes about keeping chickens at school

. Reading 'Catch that Chicken!' by Atinuke and 'Henrietta's Guide to Caring for Your Chickens' by Isabel Thomas

. What the Ladybird heard- retelling the story

. Create a story floor map

. Wanted posters for stealing the Fine Prize cow

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(first, next, after that, finally)

Eg First melt the chocolate, Next add the cornflakes

### **PE**

#### **Body Management (Unit 2)**

Explore a variety of rolling, sliding, etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. Participate in a variety of small group cooperative activities.

### **READING**

. selection of fiction and non-fiction books linked to the topics

. poems about animals

. answer questions about a text and give reasons for answers

. understand the meaning of words and learn new vocabulary

World Book Day - 5th March.

### **UNDERSTANDING THE WORLD**

What animals live on a farm?

What do animals eat and drink?

How a lifecycle works.

How chicks grow and change.

How to keep myself healthy.

What are the jobs of a farmer?

Where does our food come from?

From Farm to Table project

What are the differences between the countryside and a city?