

**Medium Term Plan**

English	Mathematics	Music	Physical Development
Daily Phonics. See separate Read Write Inc. planning.	Daily Maths See Maths Medium Term Plan (linked to Reception - Stepping Stones to Maths No Problem)	Taught through EAD. Daily Song or Rhyme of the week.	On-going through continuous provision. Alternate PSED with Physical.

Week	Focus Book/Song/Rhyme	Focus Area of Learning	Development Matters Obj.	Vocabulary: Explicitly taught, used and overused	Progression of Continuous Provision	
					Indoor	Outdoor
1	We Are Explorers!  The Three Little Pigs - Traditional Tale  The House That Jack Built.  Song of the Week: Here's a House  Here's a house with a wall, with a wall, with a wall. (put arms up as a wall) Here's a house with a floor, with a floor, with a floor. (lay arms flat like a floor) Here's a house with a roof, with a roof, with a rooooooooooof... (build a roof with your arms then wobble it about) CRASH! (crash arms into lap) There's no house any more, any more. (clapping) There's no house anymore!	Literacy Learn and retell a traditional tale, with actions.	Enjoy listening to longer stories and can remember much of what happens. C&L: Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Straw, sticks, bricks, house, home, huff, puff, wolf, first, next, then, after that, finally.	<b>Adult led:</b> Lit - Making puppets to retell the story. Cutting skills. UTW – Sorting materials by their properties. EAD – Collage Three Little Pigs Houses. Physical – Cutting strips of paper to make sticks and straw. PSED – Child initiated learning.	<b>Adult led:</b> Large and small-scale den building.
		UTW Exploring materials, describing properties.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide range of vocabulary.	Material, texture, senses, touch, rough, smooth, shiny, flexible.	<b>Child led:</b> 1. Fine Motor – Construction – Duplo... 2. C&L – Dolls House and Pigs for story retelling. 3. UTW – Exploring materials for collage. 4. Maths linked to current week's learning in response to AfL. 5. EAD – Painting Pigs Houses. 6. Builders Role-Play 7. Lit – Making shopping lists / labelling materials.	<b>Child led:</b> 1. Fine motor – Weaving with sticks and straw. 2. C&L – Winter photos to explore. 3. UTW – Winter ice exploration. 4. Maths linked to prior week's learning in response to AfL. 5. EAD – Exploring Winter colours shaving foam and paint. 6. Builders Role-Play 7. Lit – Writing lists
		EAD Selecting materials to create a 'House' collage – 2 or 3D.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Material, texture, senses, touch, rough, smooth, shiny, flexible.	<b>Child initiated:</b> In response to the direction the children take their learning.	<b>Child initiated:</b> In response to the direction the children take their learning.
		Physical – Fine motor. Handling scissors correctly to make cuts and snips in different materials.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Cut, snip, fold, straight, jagged.		
		PSED Child initiated learning.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	How are you feeling today? What have you discovered this week? What have you enjoyed? What would you like to choose to do?		

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2	We Are Planners!  Shh! We Have a Plan – Chris Haughton. Contemporary Picture Book.  The House That Jack Built.	Literacy Retell the story with actions and sound effects (throughout the week).	Engage in extended conversations about stories, learning new vocabulary. Use talk to organise themselves and their play.	Shh! Plan. Ready one, two, three! net, Tip-toe, climbing, slowly.	<b>Adult led:</b> Lit – Orally retell a story. Making puppets to retell the story. Cutting skills. EAD – Drawing buildings. Pencil skills. UTW – Constructing buildings for a town plan. Physical – Moving in different ways to represent action in a story. EAD – Using percussion instruments to represent action in a story.	<b>Adult led:</b> Ways of moving, planning a route. Wood blocks, drain pipes. Giant soft blocks to create building like structures. Scarves and streamers.
	Song of the Week:  Walking Through the Forest.  Let's take a walk in the forest.	EAD Using drawing materials to design a house / building / city. (Look at simple maps / photos of the area for building use).	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail.	Plan, design, construction, Building, architect, line, shape.		
	Walking in the forest. Walking in the forest. We're not afraid. We're not afraid. Walking in the forest. Walking in the forest. We're not afraid. We're not afraid. One step. Two steps. Three steps forward. One step. Two steps. Three steps back. Stop. Look. What's that? It's a bird. We're not afraid.	UTW Using construction materials to 'build a city'. Range of construction materials.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Building, structure, build, construct, join, link, plan.	<b>Child led:</b> 1. Fine Motor – Pencil skills - drawing. 2. C&L – Story pictures to promote talk – story retelling. 3. UTW – Construction – Stickle bricks and click blocks. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Painting characters from the story. 6. 3D Malleable, making buildings. 7. Lit – Writing numbers 1-5.	<b>Child led:</b> 1. Gross motor – Trikes and bikes. 2. Music – Free exploration of instruments. 3. UTW – Caring for the garden area – digging and sifting soil. 4. Maths linked to prior week's learning in response to AfL. 5. EAD – Drawing natural objects. 6. Water play – using nets to retrieve objects. (Hand eye co-ordination) 7. Lit – Reading area.
	Let's creep. Creeping in the forest. Creeping in the forest. We're not afraid. We're not afraid. Creeping in the forest. Creeping in the forest. We're not afraid. We're not afraid. One step. Two steps. Three steps forward. One step. Two steps. Three steps back. Stop. Listen. What's that? It's a squirrel. We're not afraid.	Physical – Gross motor Retelling the story with actions, using exaggerated movements.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to wave flags and streamers, paint and make marks.	Movement, walk, creep, tip-toe, small movement, large movement, exaggerated movement, sequence, pattern.		
		EAD – Music Use percussion instruments to represent events and movement in a known story.  Shh! We Have a Plan.	Play instruments with increasing control to express their feelings and ideas.	Instrument, percussion, pitch, tempo, dynamics, soundtrack.		

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3	<p>We Are Builders!</p> <p>Peace At Last – Jill Murphy. Classic Picture Book.</p> <p>Poem of the Week: <b>Here is the House</b></p>	<p>Literacy</p> <p>Sequence images from the story.</p> <p>Write a list of the rooms in the story.</p>	<p>Know the names of the different parts of a book, page sequencing.</p> <p>Writing a pretend list that starts at the top of the page.</p>	<p>Story, sequence, order, beginning, middle, end, first, next, then, after that, finally.</p>	<p><b>Adult led:</b></p> <p>Lit – Sequence images from the story.</p> <p>UTW – Draw and label their house.</p> <p>EAD – Make a doll’s house including different rooms. (Group task - 2 days)</p> <p>PSED – Protective Hands, identifying safe adults.</p>	<p><b>Adult led:</b></p> <p>UTW – Sound Walk, identifying sounds (using senses – hear, see, feel, smell)</p> <p>Environmental sounds and music.</p>
	<p>Here is the house on the street in the town where the downstairs is up and the upstairs is down.</p> <p>The people who live here all stand on their heads. They sleep on the ceilings and can’t reach their beds.</p>	<p>UTW</p> <p>Talk about, draw and label the rooms in their house.</p>	<p>Begin to make sense of their own life-story.</p>	<p>Kitchen, bedroom, bathroom, living room, garage, dining room, garden.</p>		
	<p>The basement’s the attic. The roof is the floor. They climb up a ladder to crawl through the door.</p> <p>Their pets run in circles because they’re all dizzy. This house is confusing and everyone’s busy.</p>	<p>EAD (2 days)</p> <p>Create their own doll’s house with different rooms.</p>	<p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>House, flat, kitchen, bedroom, bathroom, living room, garage, dining room, garden.</p>	<p><b>Child led:</b></p> <ol style="list-style-type: none"> <li>1. Fine Motor – Pencil skills – drawing family members.</li> <li>2. C&amp;L – Story pictures to promote talk – story retelling.</li> <li>3. UTW/EAD – Creating sounds using a range of objects and instruments.</li> <li>4. Maths linked to current or previous week’s learning in response to AfL.</li> <li>5. EAD – Creating images of their house, pastels.</li> <li>6. Home Corner role-play</li> <li>7. Lit - Write a list of the rooms in the story.</li> </ol> <p><b>Child initiated:</b></p> <p>In response to the direction the children take their learning.</p>	<p><b>Child led:</b></p> <ol style="list-style-type: none"> <li>1. Fine Motor – Dough – learning to use knives and forks.</li> <li>2. C&amp;L – Reading area.</li> <li>3. UTW – Doll’s House.</li> <li>4. Maths linked to current or previous week’s learning in response to AfL.</li> <li>5. EAD – Construction making houses.</li> <li>6. Physical - Wood blocks and planks, for construction and balancing.</li> <li>7. Lit – Drawing and labelling family members.</li> </ol> <p><b>Child initiated:</b></p> <p>In response to the direction the children take their learning.</p>
	<p>The downstairs is upstairs. The upstairs is down since twenty tornadoes blew into the town.</p> <p>— Kenn Nesbitt</p>	<p>UTW (Outdoor)</p> <p>Listening to and identifying sounds.</p>	<p>Describe what they see, hear and feel whilst outside.</p>	<p>Sound, listening, hearing, snoring, fridge humming, hedgehog, snuffling, dripping tap.</p>		
		<p>PSED</p> <p>Understand that they belong to their home and nursery community. Identify their safe people in both communities. Protective hands.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Community, familiar people, family, mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin, teacher, friend, safe people.</p>		

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4	<p>We Are Cooks!</p> <p>Hansel and Gretel. Traditional Tale.</p> <p>Song of the Week:</p> <p>Gingerbread Song</p> <p>Stir a bowl of gingerbread, (stirring )</p> <p>Smooth and spicy brown-Roll it with a rolling pin, (roll dough)</p> <p>Up and up and down. With a cookie cutter (cut cookies with cutter)</p> <p>Make some little men, Put them in the oven Until half past ten.</p>	<p>Literacy</p> <p>Show an understanding of good and bad characters in stories. Sort images from the story into good versus evil.</p>	<p>Understand the five key concepts about print: print has meaning. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.</p>	<p>Hansel, Gretel, Father, Stepmother, Witch, gingerbread house, breadcrumbs, pebbles, oven, good, evil.</p>	<p><b>Adult led:</b></p> <p>Lit – Sort images of characters from the story, into good versus evil.</p> <p>EAD – Drawing and painting Hansel, Gretel and the witch, to show different emotions.</p> <p>UTW – Making gingerbread and ‘meet the cook’.</p> <p>PSED – Identify good and ‘not so good’ foods. Sorting into categories.</p> <p>Physical – Carry out different exercises and describe how they make their body feel (e.g. hop, star jumps, jogging on the spot etc.)</p>	<p><b>Adult led:</b></p> <p>Physical Focus: Bikes, trikes and scooters. Balancing beams. Ring games. Parachute.</p>
	<p>Repeat –</p> <p>Make some little shoes, Put them in the oven Until half past two.</p> <p>Make some little trees, Put them in the oven Until half past three.</p> <p>Make some little elves, Put them in the oven Until half past twelve.</p>	<p>EAD</p> <p>Drawing and painting Hansel, Gretel and the witch, to show different emotions.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Hansel, Gretel, Father, Stepmother, Witch, happy, sad, shocked, scared, frightened, excited.</p>		
	<p>Repeat –</p> <p>Make some little shoes, Put them in the oven Until half past two.</p> <p>Make some little trees, Put them in the oven Until half past three.</p> <p>Make some little elves, Put them in the oven Until half past twelve.</p>	<p>UTW</p> <p>Making gingerbread. Invite the cook to visit nursery and talk about her job. Children to visit the hall to see the kitchen in action.</p>	<p>Find out about other people’s roles (School Cook). Explore how things work.</p>	<p>List, shopping list, food, ingredients. Cook, chef, kitchen, oven.</p>	<p><b>Child led:</b></p> <ol style="list-style-type: none"> <li>1. Lit / Fine Motor – Pencil skills – draw and label characters from the story.</li> <li>2. C&amp;L – Making masks or puppets – story retelling.</li> <li>3. UTW – Making shopping lists / lists of healthy foods.</li> <li>4. Maths linked to current or previous week’s learning in response to AfL.</li> <li>5. EAD – Mirrors for painting or drawing emotions faces, happy, sad, shocked, scared, angry.</li> <li>6. PSED – Make a healthy plate collage.</li> <li>7. Malleable – Making dough food (using knives and forks).</li> </ol> <p><b>Child initiated:</b></p> <p>In response to the direction the children take their learning.</p>	<p><b>Child led:</b></p> <ol style="list-style-type: none"> <li>1. Fine Motor – Continue practising zips and buttons.</li> <li>2. C&amp;L – Reading area – non-fiction books.</li> <li>3. UTW – Garden area – digging preparing for planting.</li> <li>4. Maths linked to current or previous week’s learning in response to AfL.</li> <li>5. EAD – Role-play fruit and veg stall.</li> <li>6. Physical – Balls for throwing and catching.</li> <li>7. Lit – Writing shopping lists for the market stall.</li> </ol> <p><b>Child initiated:</b></p> <p>In response to the direction the children take their learning.</p>
	<p>Physical</p> <p>To understand the importance of exercise on good health. Exercise and describe the effect on their bodies.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start to eat independently and learning how to use a knife and fork.</p>	<p>Exercise, health, lifestyle, fitness, heart, pulse, breathing.</p>			

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5	We Are Engineers!  The Three Billy Goats Gruff. Traditional Tale.  Song of the Week:  London Bridge is falling down Falling down, falling down London Bridge is falling down My fair lady Build it up with iron bars Iron bars, iron bars Build it up with iron bars My fair lady Iron bars will bend and break Bend and break, bend and break Iron bars will bend and break My fair lady Build it up with gold and silver Gold and silver, gold and silver Build it up with gold and silver My fair lady Gold and silver we've not got We've not got, we've not got Gold and silver we've not got My fair lady London Bridge is falling down Falling down, falling down London Bridge is falling down My fair lady London Bridge is falling down Falling down, falling down London Bridge is falling down My fair lady	UTW Look at photos of bridges from around the world. What is a bridge for? Discuss types of bridge, construction and materials.	Explore how things work. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Billy Goat, bridge, troll, big, medium, little, meadow, river.  UTW: bridge, crossing, construction, materials, other countries, Tower Bridge, rope bridge, suspension bridge, Arch bridge, beam bridge.	<b>Adult led:</b> UTW – Discuss types of bridge, construction and materials. EAD – Design a bridge to get the Three Billy Goats across the river. EAD – Begin to construct models of bridges to cross a fictional river. EAD – Use different materials and techniques to join, strengthen and test bridges. Lit – Use props made to retell the story. Label images of The Billy Goats.	<b>Adult led:</b> Range of materials for constructing large-scale bridges. Large soft blocks. Raft making in water tray. Open-ended Challenge.
	EAD Design a bridge to get the Three Billy Goats across the river.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Bridge, crossing, construction, design, architect, designer, engineer.	<b>Child led:</b> 1. Lit - Label characters from the story (big, medium, little). 2. C&L – Making masks or puppets – story retelling. 3. UTW – Constructing Bridges using stickle bricks and construction materials. 4. Maths linked to current or previous week's learning in response to AfL. 5. Maths – Sorting objects by size. 6. Water Tray – Explore floating and sinking. 7. Malleable – Create their own troll, using different coloured dough.  <b>Child initiated:</b> In response to the direction the children take their learning.	<b>Child led:</b> 1. Lit – Range of Traditional Tales for reading area. 2. C&L – Making masks or puppets – story retelling. 3. UTW – Making rafts to get the Billy Goats across the river. 4. Maths linked to current or previous week's learning in response to AfL. 5. Maths – Sorting objects by natural and manmade. 6. Water Tray – Explore floating and sinking. 7. PD - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	
	EAD Begin to construct models of bridges to cross a fictional river. Use different materials and techniques to join and strengthen. Card, wood, sticks, masking tape, string etc.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Bridge, construct, construction, crossing, join, strengthen.			
	EAD Begin to construct models of bridges to cross a fictional river. Use different materials and techniques to join and strengthen. Test to check the construction and strength.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Bridge, construct, construction, crossing, join, strengthen, test.			
	Literacy Use props made to retell the story.  Label images of The Billy Goats (size words).	Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: print has meaning print can have different purposes. PSED Does the child take part in other pretend play with different roles? Maths Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	First, next, then, after that, finally.			

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6	<p>We Are Unique!</p> <p>Perfectly Norman – Tom Percival. Picture Books that Celebrate Diversity.</p> <p>(Misha Makes Friends, Ravi's Roar and Ruby's Worry).</p> <p>Song of the Week.</p> <p>I Can Sing a Rainbow.</p> <p>Red and yellow and pink and green <b>Purple and orange and blue</b></p> <p>I can sing a rainbow Sing a rainbow Sing a rainbow too ... Listen with your eyes <b>Listen with your ears</b> And sing everything you see</p> <p>I can sing a rainbow Sing a rainbow Sing along with me ... Red and yellow and pink and green <b>Purple and orange and blue</b></p> <p>I can sing a rainbow Sing a rainbow Sing a rainbow too</p>	<p>PSED Norman's wings make him unique. Children will create a painting, picture, model of their unique feature / super power.</p>	<p>Show themselves as a valuable individual.</p>	<p>Perfect, perfectly, Norman, normal, special, unique, qualities, diverse, different, proud, open-minded.</p>	<p><b>Adult led:</b> PSED – Create a painting, picture, model of their unique feature / super power. UTW – Sorting images of different people (range of races, backgrounds and cultures, including other countries). Create wings for Norman, using range of collage materials. EAD – Create a dream home for Norman, using paint, colour and imagination, as Norman has wings and can fly. PD/EAD – Create movements and dance effects, noticing and discussing how the movements and forces feel. Lit – Compare characters from the stories Norman, Misha, Ravi and Ruby. To say who they like most / relate to most.</p>	<p><b>Adult led:</b> Circle games, physical movement focus, ways of moving, dance. Exploring forces, wind, water. Scarves, capes, fabric, streamers. Water tray, drain pipes, buckets watering cans etc.</p>
		<p>UTW Sorting images of different people (range of races, backgrounds and cultures, including other countries). Create wings for Norman, using range of collage materials.</p>	<p>Continue to develop positive attitudes about the differences between people.</p>	<p>Unique, different, special, race, background, culture, belief, country.</p>		
		<p>EAD Create a dream home for Norman, using paint, colour, collage and imagination, as Norman has wings and can fly.</p>	<p>Explore colour and colour-mixing. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Link to Continuous Provision.</p>	<p>Dream, imagination, fantasy, colour-mixing, blending.</p>	<p><b>Child led:</b> 1. Lit – Draw and label their favourite story character from this week's books. 2. C&amp;L – Making props for superhero role-play. 3. Maths – Patterns. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Making models / puppets of their own winged character. 6. Water Tray – Explore forces of water, jugs, sieves, syringes etc. 7. Malleable – Create their own superhero, using different coloured dough.</p> <p><b>Child initiated:</b> In response to the direction the children take their learning.</p>	<p><b>Child led:</b> 1. Lit – Reading and free writing on Read, Write, Create! table. 2. C&amp;L – Self-portraits, labelling I am unique because .... 3. Construction – Making repeating patterns with interlocking hoops, shapes, cubes, buttons etc. 4. Maths linked to current or previous week's learning in response to AfL. 5. UTW – Small World – People from different cultures. 6. EAD – Making rainbow art, paint, foam, glitter. 7. PD – Challenge children to create their own superhero game. Allocate roles and develop rules for the game.</p> <p><b>Child initiated:</b> In response to the direction the children take their learning.</p>
		<p>PD EAD Use capes, cloaks, scarves, streamers and 'wings', to create movements and dance effects, noticing and discussing how the movements and forces feel.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Explore and talk about different forces they can feel. Start taking part in some group activities which they make up for themselves, or in teams. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Movement, expression, dance, feelings, forces.</p>		
<p>Literacy Compare characters from the stories Norman, Misha, Ravi and Ruby. To say who they like most / relate to most.</p>	<p>Engage in extended conversations about stories, learning new vocabulary. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Compare, characters, author, feelings, preferences, because.</p>				

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7	We Are Scientists! Seasonal Change  Non-Fiction Text Seasons  Song of the Week:  I Love the Springtime.  Boom de-a-da, Boom de-a-da, Boom de-a-da, Boom de-a-da.  I love the flowers. I love the budding trees.	Literacy To begin to understand the parts of a non-fiction book. To know that we can learn facts / information from non-fiction books. Make a spring poster with labels.	Understand the five key concepts about print: print has meaning print can have different purposes.	Non-fiction, information, facts, cover, contents, photo, label, caption.	<b>Adult led:</b> Lit – Make a spring time poster, adding labels. UTW – Planting seeds and bulbs ready for planting outdoors after the holiday. UTW – Make a 'My Plant Needs...' Poster. EAD – Nature art – Drawing detailed images of plants and adding colour. UTW – Sort images into winter and spring.	<b>Adult led:</b> Exploring the outdoor environment. Preparing the planters for planting, clearing weeds, stripping ivy (use for drawing and collage).
	I love the chirping birds. I love the buzzing bees.  I love ... I love the Springtime,  When the sun is warm and bright,  Boom de-a-da, Boom de-a-da, Boom de-a-da, Boom de-a-da.  Repeat.	UTW Planting bulbs and seeds in preparation for planting outdoors after the holiday.	Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.	Plant, soil, seed, bulb, pot, water.		
		UTW Caring for plants. Know that a plant needs water and sunlight. Make a 'My Plant needs' Poster.	Begin to understand the need to respect and care for the natural environment and all living things.	Care, nature, respect, environment, plant, living things.	<b>Child led:</b> 1. Fine-motor – Pencil control / tracing. 2. UTW – Sort photos into winter and spring, e.g. trees, flowers, scenes, clothes etc. 3. Maths – Use 2D shapes to make a spring flower picture. Comparing height. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Painting spring flowers, using appropriate colours. 6. Water Tray – Revisit: Explore floating and sinking – sticks, stones, leaves, flowers etc. 7. Malleable – Making spring plants and flowers / pressing leaves into different coloured dough.  <b>Child initiated:</b> In response to the direction the children take their learning.	<b>Child led:</b> 1. Lit – Reading area non-fiction books. 2. UTW – Bark rubbing with crayons / pastels. 3. EAD/UTW – Using natural materials (stones, leaves, sticks, ivy) to create natural artworks / sculptures. 4. Maths linked to current or previous week's learning in response to AfL. 5. Maths – Sorting objects by natural and manmade. 6. EAD – Drawing / painting plants in the outdoor environment. 7. UTW – Free planting – pots, soil, seeds, bulbs etc.  <b>Child initiated:</b> In response to the direction the children take their learning.
		EAD Refine drawing skills and pencil grip to draw plants in the environment. Bark rubbing. Natural artwork – collage / sculpture.	Draw with increasing complexity and detail, including details.	Pencil, grip, control, real-life, detail.		
		UTW Seasonal Change To explore their environment, manipulating materials. Identifying differences between winter and spring.	Explore natural materials, indoors and outside. Talk about the differences between materials and changes they notice.	Winter, spring, season, change, decay, grow, new life.		