
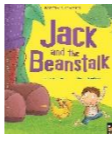


Week 2
Seeds
A Fruit is a Suitcase for Seeds
Jean Richards
Where are seeds stored?



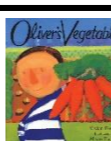
Communication and Language: Ask questions to develop their understanding of topics which interest them.
Personal, Social and Emotional Development: Follow instructions with multiple steps where reminders may be required.
Physical Development: Play games, indoors and outdoors, and make suggestions for new rules. Receive an underarm throw of a ball or bean bag and catch using one or two hands.
Literacy: Blend sounds, including digraphs and trigraphs, to read words.
Mathematics: Use manipulatives to identify double facts for numbers 1-5.
Understanding the World: Make observations of plants over time as they grow and describe the changes they witness.
Expressive Arts and Design: Colour match to a specific colour and shade.
Outdoor Learning: Studies images of other environments and compares these with our local area.
Key Vocabulary: seed, fruit, vegetable, growing, water, sunlight.

Week 3
Traditional Tale
Jack and the Beanstalk
Mara Alperin
What is at the top of the beanstalk?




Communication and Language: Engage in a back-and-forth conversation led by a teacher during play.
Personal, Social and Emotional Development: Talk with teachers about how they can improve their work and play-related learning activities. Identify examples of healthy and unhealthy food choices.
Physical Development: Independently apply toothpaste to a toothbrush.
Literacy: Use phonics knowledge to identify the 'tricky' part of words.
Mathematics: Use ordinal numbers during play and when discussing dates and race results. Use a number line to recognise 'one more' and 'one less' for numbers up to 20.
Understanding the World: Talks about what they enjoy doing in and out of school and why they like these things. Talks about the lives of other children around the world and begins to make comparisons with their own lives.
Expressive Arts and Design: Listen to a song and create their own dance movements.
Outdoor Learning: Sing by themselves, matching pitch and following melody.
Key Vocabulary: plot, characters, setting, beginning, middle, end.

Week 4
Cooking
Oliver's Vegetables
Vivian French
What can I do with vegetables?



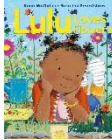
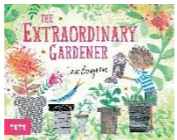

Communication and Language: Recall and talk about memorable vocabulary.
Personal, Social and Emotional Development: Know rules which apply to the whole school and understand how these can be followed. With teacher support, resolve peer conflicts through strategies which have been modelled.
Physical Development: Manipulate paper, as well as scissors, when cutting more dramatic curves and changes of direction. Apply PVA glue using a spatula in specific places.
Literacy: Write each letter of the alphabet, mostly using the correct formation. Know that sentences, as well as names start with a capital letter.
Mathematics: Mentally recall all number bonds for 1-5 without the use of manipulatives.
Understanding the World: Talks about the season of spring using key vocabulary and compares it with other seasons.
Expressive Arts and Design: Create patterns or meaningful pictures when printing.
Imagine and plan a 3D sculpture to make.
Outdoor Learning: Use the mud kitchen to create recipes and bake.
Key Vocabulary: chop, prepare, cook, recipe, vegetable, fruit, healthy.

Week 5
Poems
The Rhyming Rabbit
Julia Donaldson
Let's explore rhyme!



Communication and Language: -Develop a love for creating and performing helicopter stories which imbed new vocabulary.
Personal, Social and Emotional Development: - Recognise and build relationships with teachers from other classes around school.
Physical Development: - Receive an underarm throw of a ball or bean bag and catch using one or two hands.
Literacy: Predict the final word in a sentence knowing that it will complete a rhyming pair.
Mathematics: Share numbers up to 20 into varying numbers of groups and apply this in their play.
- Order multiple lengths, weight and capacities from shortest/lightest/emptiest to longest/heaviest/fullest.
Understanding the World: - Talks about the lives of other children around the world and begins to make comparisons with their own lives.
Expressive Arts and Design: Draws with more precision and creates an image which is identifiable.
Outdoor Learning: Creating small world set ups for frogs and rabbits.
Key Vocabulary: rhyme, poem, song, tempo, beat, repeat.

Week 1
Flowers
Lulu Loves Flowers
Anna McQuinn
How do flowers grow?


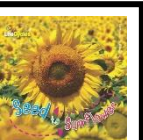



Communication and Language: Engage in and instigate conversations of interest to them.
-Ask questions to develop their understanding of topics which interest them.
Personal, Social and Emotional Development: Discuss with their peers about strategies they use when feeling big emotions.
Physical Development: Use the handle to make simple turns when riding a bike with both feet off the ground. Practise lace-tying on a board using two differently coloured ends.
Literacy: Know the meaning of our school's values.
- Knows to search for and spot digraphs and trigraphs within words before sounding out and blending.
Mathematics: Order multiple lengths, weight and capacities from shortest/lightest/emptiest to longest/heaviest/fullest.
Understanding the World: Understand that some changes cannot be reversed as time passes.
Expressive Arts and Design: Experiments with different materials and evaluates their success.
-Sing by themselves, matching pitch and following melody.
Outdoor Learning: Create a new shed for the strange animal.
Key Vocabulary: plant, grow, measure, bloom, stem, petal, nectar, pollen.

Spring has Sprung

How do plants grow?
Spring 2

Week 6
Life Cycles
Egg to Chicken
Camilla de la Bedoyere
What comes first, the chicken or the egg?

Communication and Language: Engage in and instigate conversations of interest to them.
Personal, Social and Emotional Development: Understand how the highway code keeps them safe.
Physical Development: Paint using a fine brush using a tripod grip for detail.
Literacy: Knows to search for and spot digraphs and trigraphs within words before sounding out and blending. Use direct quotations from known stories when developing a helicopter story
Mathematics: Match numerals, words and quantities for any number up to 20. Count two groups of objects and state the total of each.
Understanding the World: Uses the names of days and months when talking about the past or significant events.
Add specific details when recounting experiences to peers and teachers.
Expressive Arts and Design: Draws with more precision and creates an image which is identifiable.
Hold a paintbrush (or chosen tool) using a tripod grip.
Outdoor Learning: Creating observational drawings of 'Signs of Spring' in the Forest.
Key Vocabulary: portrait, past, months, numeral, equal, retell, grip, require, positional.

Magic Maths
Reception

Week 1: 3D shapes
Week 2: Complex patterns
Week 3: Number bonds to 10.
Week 4: Number bonds to 10 (3 parts)
Week 5: Positional language.

Nursery

Week 1: Finding 4 and 5
Week 2: Introducing zero.
Week 3: 1 more within 5.
Week 4: 1 less within 5.
Week 5: Positional language.

Religious Education
What is Easter?

Week 1: To talk about the four seasons and know the signs of Spring.
Week 2: To know that Spring is seen as a season that welcomes new life.
Week 3: To learn about the Christian story of Easter and why it is special.
Week 4: To recall the Easter story and the significance of the Palm Cross.
Week 5: To continue learning about the Easter story and consider the characters feelings. To identify the different symbols of Easter and discuss what they represent.

Phonics

N1 and N2: Phase 1
Aspects 1 to 7

Reception: Phase 3

Week 1: Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear
Week 2: Review Phase 3: er air, words with double letters and 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/.


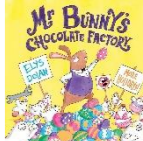
PSHE
Healthy Me

Week 1: I understand that I need to keep my body healthy.
Week 2: I understand how moving, and resting are good for my body.
Week 3: I know which foods are healthy and not so healthy and can make healthy eating choices.
Week 4: I know how to help myself go to sleep and understand why sleep is good for me.
Week 5: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a strange approaches me.

Physical Education
Target Games (Indoor/Outdoor)

Week 1— Passing different objects.
To develop the ability to pass different objects.
Week 2— Rolling for targets
To develop the skills necessary to be able to roll with accuracy.
Week 3— Throwing for targets
To develop my accuracy at throwing towards targets.
Week 4— Kicking with accuracy.
To develop my accuracy at kicking towards targets.
Week 5— Hitting with accuracy.
To develop the skills necessary to hit targets.

Week 7
Easter
It's Mine
Emma Yarlett
Why do we have chocolate eggs?

Communication and Language: - Use eye contact, head movement and appropriate responses to show they are listening and understanding.
- Add relevant comments to whole class and small group discussions to demonstrate their attention and understanding.
Personal, Social and Emotional Development: Play and have individual relationships with a variety of peers.
- Have positive relationships with both teachers and peers and understand how these differ.
Physical Development: Hold a pencil using a dynamic tripod grip, using fingers for control when writing and drawing.
- Do and undo small buttons on clothing.
Literacy: Know the letter names and each corresponding sound for all letters of the alphabet.
- Apply phonics skills when reading labels and signs around the school.
Mathematics: - Create repeating patterns – beyond AB – using shapes and other manipulatives.
- Know the odd and even numbers up to 10 from memory.
Understanding the World: Uses the names of days and months when talking about the past or significant events.
Expressive Arts and Design: -Select/mix specific colours and medium to paint with.
-Understands how colours can relate to feelings, temperature and setting.
Outdoor Learning: Knows the habitats of different animals and begins to explain why these habitats are suitable.
Key Vocabulary: Easter, religion, chocolate, factory, bake, celebrate, hunt.

Contextual Experiences and Additional Opportunities:

Visit from a lamb	World Wildlife Day 3rd March
Pancake Day 4 th March	World Book Day 6th March
British Science Week 7 th -16 th March	Red Nose Day 17th March
Comic relief 21st March	Ramadan 28 th Feb – 31 st March
World Poetry Day 21st March	Mother's Day 30th March
EYFS Easter Event tbc	Easter 20 th April