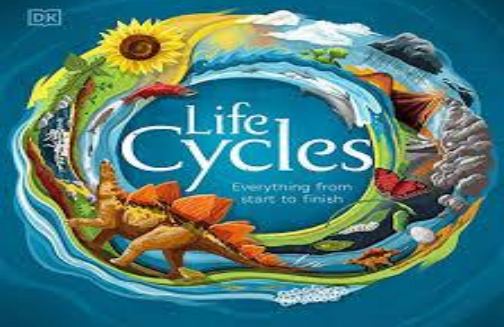


Blue- new learning opportunities this term

Green- previous term opportunities which will still be part of practice this term.

<p><b>We will develop Personally, Socially and Emotionally (PSE):</b> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>In ways such as:</p> <ul style="list-style-type: none"><li>• More independent activities to encourage problem solving independently in all subjects.</li><li>• Independent learning as part of Maths teaching.</li><li>• More independence encouraged with writing when appropriate.</li><li>• Everyday problem solving e.g. what to do when they need extra resources etc.</li><li>• Children given more responsibility e.g. areas to tidy and look after in the classroom.</li><li>• 1 decision input covering the above objectives- class discussion three times a week.</li></ul> <ul style="list-style-type: none"><li>• Rewarding positive behaviour, use monkey reward system.</li><li>• Understanding rules and boundaries</li><li>• Work as a group to solve problems</li></ul>	<p><b>We will develop our Communication and Language (CL):</b> Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>In ways such as:</p> <ul style="list-style-type: none"><li>• Using child voice on observations of learning, children talking about things they have grown or changes in the environment they have noticed.</li><li>• Encouraging children to describe life cycles to each other including some of the key vocabulary we have learnt.</li><li>• Opportunities as part of continuous provision to discuss learning and how they overcame any problems. (1 Decision discussions)</li><li>• Power points of life cycles to promote discussion of learning.</li></ul> <p>Small group story time daily as part of continuous provision. Stories to encourage extension of vocabulary. Weekly discussions on curiosity table and its contents. Natural materials in our environment to spark interest. Role playing and retelling of stories with adults to extend language and ideas. Planned weekly vocabulary discussed with children. Daily review of the day to encourage children to speak about their learning. Listening and attention games planned as part of continuous provision.</p>	 <p><i>Spring 2.</i></p> <p><b>Guided Play/Enrichment Activities:</b></p> <ul style="list-style-type: none"><li>• Planting sunflowers, daffodils.</li><li>• Tadpoles, observation.</li><li>• Trip to garden centre.</li><li>• Visits from dental and vision teams.</li><li>• Food tasting.</li><li>• Cooking- egg nests.</li></ul>
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<p><b>We will develop as Mathematicians (MD):</b> Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity</p> <p>In ways such as:</p> <ul style="list-style-type: none"><li>• Measuring plants, comparing lengths.</li><li>• Measuring using different resources, cubes, rulers, hands etc. Watering plants, looking at capacity of different containers.</li><li>• Numberblock activities, ordering numbers in staircase way to get correct order.</li><li>• Missing number and mixed up number activities as part of continuous provision.</li><li>• Board games, counting on, subitising encouraged with this.</li><li>• Five speckled frog song- one less.</li><li>• Lily pad- numeral and quantity matching</li><li>• Egg matching- numeral and quantity.</li></ul> <p>Daily adult maths sessions. Counting one more and one less activities Positional words and games</p>	<p><b>Key texts:</b></p> <p>The tiny seed- Eric Carle Ten Little Caterpillars- Bill Martin JR Teeny weeny Tadpole- Sheridan Cain Tabitha Tadpole- Andrew A Gudgeon One Springy day- Nick Butterworth.</p>	<p><b>We will develop our Literacy skills (LD):</b> Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words. Re-read these books to build up confidence in word reading, their fluency and their understanding and enjoyment</p> <p>In ways such as:</p> <ul style="list-style-type: none"><li>• Daily phonics club to encourage children's fluency with word time.</li><li>• Guided writing as part of continuous provision- planned to children's individual needs.</li><li>• Daily phonic sessions tailored to meet individual needs</li><li>• Daily speed sound lessons, teach letter formation, word time reading, and spelling</li><li>• Pinny time and one to one tutoring to support children with their early reading.</li><li>• Phonic resources in the provision to encourage children modelling to each other.</li><li>• Attractive book areas with inviting texts.</li><li>• Daily story time sessions</li><li>• Writing table with themed activities encouraging writing patterns and letter formation.</li></ul>

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<p><b>We will develop our Understanding of the World (UOW):</b> Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p> <p>In such ways as:</p> <ul style="list-style-type: none"><li>• Time to explore in the willow and forest school areas to observe and talk about changes, effects of the seasons.</li><li>• Exploring these areas with magnifying glasses- what else can we notice.</li><li>• Growing seeds, watching daffodils flower.</li><li>• Observational drawing of plants.</li><li>• Life cycles of animals and plants- discussion as whole class and in continuous provision activities.</li><li>• Powerpoints of life cycles as part of continuous provision.</li><li>• Food tasting- plants with seeds- discuss life cycle.</li><li>• Daily weather update- discuss changes in weather and temperature.</li></ul>		<p><b>We will develop our Physical skills (PD):</b> Know and talk about a range of factors that supports their overall health and well-being including: physical activity, dental care, screen time, sleep routines, road safety.</p> <p>In such ways as:</p> <ul style="list-style-type: none"><li>• Visits from dental and vision teams in school.</li><li>• Class discussion of what happened at these visits.</li><li>• Looking after plants- what do they need to grow? Compare to what we need to grow, class discussion and activities as part of continuous provision.</li><li>• Food tasting- healthy foods.</li><li>• 1 decision input covering visits to dentist, looking after our teeth and screen time.</li></ul> <ul style="list-style-type: none"><li>• PE sessions twice weekly to demonstrate and practice the above gross motor skills.</li><li>• Visits to willow area to encourage climbing and balancing.</li><li>• Pedalling bicycles</li><li>• Design, build and use an obstacle course</li><li>• Stop, go traffic lights game</li><li>• Follow my leader and positional games</li></ul>

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	<p><b>We will develop our use of Expressive Arts and Design (EAD):</b> Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. In such ways as:</p> <ul style="list-style-type: none"><li>• Observational drawing and painting of plants.</li><li>• Drawing using magnifying glasses.</li><li>• Collaging large items as a group e.g sunflowers.</li><li>• Create own sensory tray for frogs to live in- work as a group.</li><li>• Record child talking about their creations, share in review of the day.</li><li>• Create pretend Frog Spawn and explore.</li><li>• Paint your own life cycle</li><li>• Move/ dance like different animals- tadpole to frog.</li><li>• Easter crafts- cooking, card making.</li></ul>	
<p><b>Curiosity Table</b></p> <ul style="list-style-type: none"><li>• Seeds and bulbs</li><li>• Different plants, unusual plants.</li><li>• Daffodils- flowering</li><li>• Cress growing.</li></ul>	<p><b>Key Vocabulary.</b> Butterfly, tadpole, froglet, caterpillar, life cycle, chrysalis, egg, frogspawn, nest, chick, pond, lily pad, grow. Warm, cold, long, short, empty, full. Seeds, blooming, stem, leaves, bulb, cress, Easter, more, less, order. Hopping, skipping, climbing, walking, running, jumping, crawling, rolling. Pitch, tune, sing, song, Roll, squish, animals names, tool names, drawing, observe shape names, height, weight, capacity, Shapes,, number names, Build, stack, connect.</p>	
	<p><b>RE- Celebration of Easter- Easter story. Discussion on why we have Easter eggs- changes of season- celebration.</b></p>	