

Spring Term 2

Year: 2022

The Adult Role: The following activities will be delivered through a mixture of play-based adult supported and guided small groups

SPRING THEMES	C&L	PSED	PD	Literacy	Mathematics	UW	EAD
<p>Week 1 The life cycle of a butterfly.</p>	<p>1) Use longer sentences of four to six words. 2) Understand why questions like why do you think the caterpillar got so fat? Opportunities to talk about the story of the hungry caterpillar and cautious caterpillar.</p>	<p>Talk about their feelings using words like happy, sad, angry or worried. Read cautious caterpillar and talk about how he was feeling. At the end of the story ask children what they think cautious means.</p>	<p>Increasing be able to use and remember sequences and patterns of movements which are related to music and rhythm. Butterfly life cycle dance.</p>	<p>Recognise words with the same initial sound. Revise the picture cards for Read, Write, Ink for all 10 sounds.</p>	<p>Extend and create ABAB patterns. 1) Can you make a caterpillar using the cotton reels? Can you make them follow a pattern? Link numeral amounts. 2) Class input counting ladybird spots and talking about making them the same. Introduce the word double.</p>	<p>Understand the key features of the life cycle of an animal. Learn about the life cycle of a butterfly. Talk about what they see using a wide vocabulary. (On going target.)</p>	<p>Take part in simple pretend play Put plastic butterflies, leaves, twigs, the hungry caterpillar story and magnifying lens in play tray for children to play with.</p>
<p>Week 2 The life cycle of a frog.</p>	<p>1) Use longer sentences of four to six words. 2) Understand why questions. Talk about some frog facts and think of some why questions together of more things we can find out.</p>	<p>Talk about their feelings using words like happy, sad, angry or worried. Read spike and talk about how he was sad because he didn't know how to sing.</p>	<p>Choose the right resources to carry out their own plan, for example choosing a spade to enlarge a small hole they dug with a trowel. Talk to children about why a sieve is a useful tool in the play tray this week.</p>	<p>1) Spot and suggest rhymes. 2) Recognise words with the same initial sound. Make rhyming strings and learn about other words that begin with M.</p>	<p>Link numeral amounts. Put plastic jumping frogs and lily pads with numbers on them on the table.</p>	<p>Understand the key features of the life cycle of an animal. Learn about the life cycle of a frog. Talk about what they see using a wide vocabulary. (On going target.)</p>	<p>Remember and sing entire songs. Sing 5 little Speckled frogs. Take part in simple pretend play Put plastic frogs, pretend tadpoles and frogspawn, water and sieves in the play tray.</p>

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Week 3 Signs of Spring. Make a Spring display.	<p>1) Use longer sentences of four to six words.</p> <p>2) Understand why questions</p> <p>1) Talk about signs of Spring and learn new vocabulary.</p> <p>2) Ask children why they think the cress seeds in the dark went yellow.</p> <p>Talk about signs of Spring.</p>	<p>Play with one or more children, extending and elaborating ideas.</p> <p>Think about the children who find this difficult and play alongside them to support this objective.</p>	<p>Use one-handed tools and equipment for example making snips in paper with scissors.</p> <p>Cutting out Spring themed animal shapes to make a puppet. Using masking tape and a lollipop stick.</p>	<p>1) Spot and suggest rhymes.</p> <p>2) Recognise words with the same initial sound.</p> <p>1) Make rhyming strings and learn about other words that begin with A.</p> <p>2) Read, Write Inc - the letter A.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal mathematical language such as sides, corners, straight, flat and round.</p> <p>1) Shape bingo (2D)</p> <p>2) Feelie bag game. (2D)</p>	<p>Plant seeds and care for growing plants.</p> <p>Plant some cress seeds and talk about what they need to grow.</p> <p>Put some in the dark to demonstrate how they also need light.</p>	<p>Draw with increasing detail.</p> <p>Put pictures of things linked with Spring and ask children if they can draw any of them. Display their drawings on the Spring display.</p>
Week 4 Daffodils.	<p>1) Use longer sentences of four to six words.</p> <p>2) Understand why questions</p> <p>Talk about the life cycle of a daffodil and name the parts of the flower.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Talk about what Golden rules we can remember.</p>	<p>Choose the right resources to carry out their own plan, for example choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Talk the children about why a rolling pin is a good tool with the play dough.</p>	<p>1) Spot and suggest rhymes.</p> <p>2) Recognise words with the same initial sound.</p> <p>Make rhyming strings and learn about other words that begin with S.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal mathematical language such as sides, corners, straight, flat and round.</p> <p>1) Matching shapes to picture templates.</p> <p>2) Dinosaur shape game. (Adult led)</p>	<p>Understand the key features of the life cycle of a plant.</p> <p>Learn about the life cycle of a daffodil and other plants.</p> <p>Plant seeds and care for growing plants.</p>	<p>Draw with increasing detail.</p> <p>Use green and yellow paint to paint a daffodil.</p>
Week 5 Easter	<p>1) Use longer sentences of four to six words.</p> <p>2) Understand why questions</p> <p>Talk about why and how we celebrate Easter.</p>	<p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p>Read 'How would you feel if? Make the link with UW and how we need to look after our animals properly.</p>	<p>Use one-handed tools and equipment for example making snips in paper with scissors.</p> <p>Easter Creations.</p>	<p>Develop their phonological awareness recognising words with the same initial sound.</p> <p>Make rhyming strings and learn about other words that begin with D.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal mathematical language such as sides, corners, straight, flat and round.</p> <p>Watch power points.</p> <p>3D shape sorting.</p> <p>Play guess my shape.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue to look after plants and talk about the importance of looking after plants and animals. Read how would you feel if?</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Ask children to explore clay and think of something they can make. Show them how to make an Easter basket using clay.</p>

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Week 6 Easter	<p>Start a conversation with an adult or friend and continue it for many turns.</p> <p>Talk to your partner about why you like Easter / Spring.</p>	<p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p>Read story about Ralph the Easter bunny and talk about how each character was feeling.</p>	<p>Use one-handed tools and equipment for example making snips in paper with scissors.</p> <p>Easter Creations.</p>	<p>Develop their phonological awareness recognising words with the same initial sound.</p> <p>Make rhyming strings and learn about other words that begin with T.</p>	<p>Link numeral amounts.</p> <p>Match the egg halves to the correct numeral.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Bring in my pet rabbit and talk about how we care for rabbits.</p> <p>Take in turns holding the rabbit and being gentle.</p> <p>Read: Be Gentle.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Explore various easter themed materials and encourage children to make their own ideas.</p> <p>Paint clay pots ready to take home.</p> <p>Take part in simple pretend play</p> <p>Role play and Easter shop.</p>