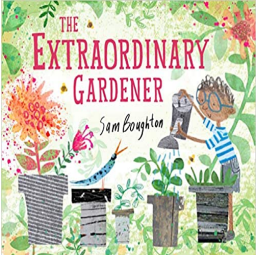
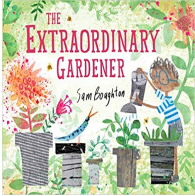

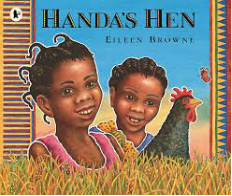


Spring 2	Week 1 22.2.24 EYFS book breakfast	Week 2 26.2.24 Yo-Yo in 27.2.24 Caterpillars arrive	Week 3 7.3.24 World Book Day	Week 4 11.3.24 Chicks arrive	Week 5 18.3.24 Easter Church Service 19.3.24 Local area walk
Topic	Ready, Steady, Grow!				
Phonics	Read Write Inc <i>Reviewing Set 1 Speed Sounds</i> <i>Blending sounds into words orally</i> <i>Learning Set 1 special friends and spelling using fred fingers</i>	Read Write Inc <i>Reviewing Set 1 Speed Sounds</i> <i>Blending sounds into words orally</i> <i>Learning Set 1 special friends and spelling using fred fingers</i>	Read Write Inc <i>Reviewing Set 1 Speed Sounds</i> <i>Blending sounds into words orally</i> <i>Learning Set 1 special friends and spelling using fred fingers</i>	Read Write Inc <i>Reviewing Set 1 Speed Sounds</i> <i>Blending sounds into words orally</i> <i>Learning Set 1 special friends and spelling using fred fingers</i>	Read Write Inc <i>Reviewing Set 1 Speed Sounds</i> <i>Blending sounds into words orally</i> <i>Learning Set 1 special friends and spelling using fred fingers</i>
Key books					

<p>Literacy C&L</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: Word 1: delicious. Word 2: surprised. Word 3: wonder. Word 4: ripe. Word 5: tangy. Word 6: sweet. Word 7: juicy</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: Word 1: imagination (imagining, imagine, imagined, imagines) Word 2: wild Word 3: ordinary Word 4: roamed (roam, roams, roaming) Word 5: soared (soar) Word 6: longed Word 7: discovered</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: Word 1: vivid. Word 2: paradise. Word 3: pollinated. Word 4: flamboyant. Word 5: frequent Word 6: producing. Word 7: nectar</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: Word 1: spruced (spruce, spruces, sprucing) Word 2: tending (tend, tends, tended) Word 3: nestled (nestle, nestles, nestling) Word 4: ruckus Word 5: crept (creep, creeps) Word 6: cowering (cower, cowers, cowered) Word 7: exhausted (exhausting)</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: Word 1: warmly. Word 2: beaming. Word 3: faded. Word 4: erupted. Word 5 bare. Word 6: twinkling</p>
<p>Talk through stories</p>					

<p>Maths</p>	<p><u>White Rose Maths</u> <i>Aive in 5!</i></p> <ul style="list-style-type: none"> double to 8 conceptual subitising 	<p><u>White Rose Maths</u> <i>Aive in 5!</i></p> <ul style="list-style-type: none"> length and height <i>order and sequence time</i> 	<p><u>White Rose Maths</u> <i>Aive in 5!</i></p> <ul style="list-style-type: none"> Find 9 and 10 Compare and represent numbers to 10 1 more and 1 less 	<p><u>White Rose Maths</u> <i>Growing 6,7,8</i></p> <ul style="list-style-type: none"> composition to 10 make arrangements of 10 bonds to 10 	<p><u>White Rose Maths</u> <i>Growing 6,7,8</i></p> <ul style="list-style-type: none"> Doubles to 10 Explore odd and even numbers to 10 Recognise 3D shapes
<p>Key vocabulary: compare, 1 more, 1 less, 9 and 10, composition, 3D shapes, number bonds, time, length, height, double, odd and even</p>					
<p>PSED</p>	<p><u>Jigsaw</u> Session 1: Everybody's Body Learning Objective: I understand that i need to exercise to keep my body healthy *Talk about safe adults and who my safe adults are</p>	<p><u>Jigsaw</u> Session 2: We like to move it, move it Learning Objective: I know which foods are healthy and not so healthy and can make healthy eating choices.</p>	<p><u>Jigsaw</u> Session 3: Food, Glorious Food Learning Objective: I know what the word 'healthy' means and that some foods are healthier than others.</p>	<p><u>Jigsaw</u> Session 4: Sweet Dreams Learning Objective: I know how to help myself go to sleep and understand why sleep is good for me.</p>	<p><u>Jigsaw</u> Session 5: Keeping Clean Learning Objective: I can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet.</p>
<p>Key vocabulary: healthy, exercise, shoulders, stranger, active, safe, adult, trust, scared</p>					
<p>R.E</p>	<p>RE: Why do Christians put a cross in an Easter garden?</p> <p>Create biblical costumes and act out palm sunday</p> <p>www.youtube.com/</p>	<p>RE: Why do Christians put a cross in an Easter garden?</p> <p>Using biblical costumes act out palm sunday</p> <p>https://www.youtube.com/watch?v=TmbTuutBgg</p>	<p>RE: Why do Christians put a cross in an Easter garden?</p> <p>Good Friday Tom and Tessa have brought hot cross buns for everyone to try. *Children to try hot cross buns</p> <p>Easter Saturday Tom and Tessa understand that Jesus has died on the cross</p> <p>Easter Sunday</p>	<p>RE: Why do Christians put a cross in an Easter garden?</p> <p>Find out about making the sign of the cross, which is common in Catholic and Orthodox communities, and among some Anglicans.</p>	<p>RE: Why do Christians put a cross in an Easter garden?</p> <p>To create an Easter card and talk about why a cross is used on the cards. What do we remember?</p> <p>www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-easter1</p>

			<p>A day where we eat Easter eggs. Tom and Tessa have brought you Easter Sunday is an exciting day for Christians. They want to tell everyone Jesus is not dead: he is alive forever. At church they sing loud, joyful songs. www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-easter1</p>		
Key vocabulary: Palms, Palm Sunday, Good Friday, Easter Saturday, Easter Sunday, cross, risen, Easter					
Music	<p>Lesson 1 - Moving to music LO: To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel. kapow</p>	<p>Lesson 2 - Storytelling with actions LO: To use actions to retell a story to music To sing and perform a group song kapow</p>	<p>Lesson 3 - Using instruments to represent actions LO: To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments kapow</p>	<p>Lesson 4 - Musical story composition LO: To create a musical story based upon a familiar routine To use instruments to represent moods or actions To play an instrument as part of a group story kapow</p>	<p>Lesson 5 - Musical story performance LO: To create a musical story based upon a familiar routine To use movement to express moods or actions within a musical story To play an instrument as part of a musical story and perform as a group kapow</p>
Key Vocabulary: Song, character, loud, quiet, fast, slow, (names of percussion instruments)					
UTW	<p>Cornerstones Make fruit kebabs - take photos of each stage for writing opportunities after</p>	<p>Cornerstones Display photographs of the children making the rainbow of fresh fruit salad and various recipe books.</p>	<p>Cornerstones Recognise some similarities and differences between farming in this country and farming in another country.</p>	<p>Cornerstones Look at the Farms in the past picture cards. Compare farms in the past with the farm they visited and discuss what is the same and what is different.</p>	<p>Cornerstones Display the Parent and baby animal picture cards. Start by matching the parents with their babies and then challenge them to read the word cards and</p>

	<p>Throughout the half term, children will explore the natural world around them (Winter to Spring)</p> <p>CK.C Use simple time-related vocabulary for recent events within their own lifetime. *on-going through focus child week</p>	<p>ASK the children to put the photographs into chronological order to show the different steps to make fruit salad. Encourage them to talk through how they prepared the fruit salad and use language, such as first, then, and next to describe the order.</p>	<p>*Google Earth + Aerial photos to be used</p>	<p>RD.A Know the difference between past and present.</p> <p>HI.A Know that there are ways to find out about their past</p>	<p>match them with the correct picture. Invite the children to talk about their favourite animal on the picture cards and choose one of the animals to draw. Provide paper and drawing resources and encourage the children to look carefully at the features and colours of the animal as they draw.</p>
<p>Key vocabulary: changes, seasons, farming, past/present, similar/different, animals, animal babies,</p>					
<p>Forest School</p>	<p>Activity: Growth 5 week project: Explore, discuss growth, clear weeds in veg patches</p>	<p>Activity: Growth 5 week project: Tyre planting in outdoor area Sow seeds ready for veg patches (Sunflowers)</p>	<p>Activity: Growth 5 week project: Add new soil to veg patches Plant Carrot and Sweetcorn seeds</p>	<p>Activity: Growth 5 week project: Revisit, water and tend to our crops Maths shapes in the forest</p>	<p>Activity: Growth 5 week project: Plant seedlings in veg patches (Sunflowers and beans)</p>
<p>Key Vocabulary: weeding, water, soil, sunlight, growth, seeds, seedlings, veg patches</p>					
<p>Expressive Arts and Design – in provision (enhancements set up)</p>	<p>DT Sewing with hessian LO: To practise and apply threading skills with specific materials eg. hessian and wool. kapow</p>	<p>Art Collage and transient art LO: To make child led collages using mixed media. To use loose parts to create a piece of transient art. kapow</p>	<p>DT Designing bookmarks LO: To use threading or sewing to design a product (bookmark) kapow</p>	<p>Art Landscape collage LO: To create landscape collages inspired by the work of Megan Coyle. kapow</p>	<p>DT Creating bookmarks LO: To create a textiles product (bookmark) following their own design. kapow</p>

Artist of the half term:

Georgia O'Keefe

