

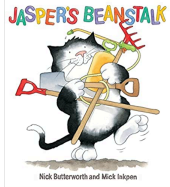
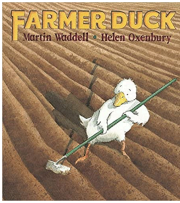
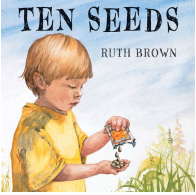


Spring 2	Week 1 22.2.24 EYFS book breakfast	Week 2 26.2.24 Yo-Yo in 27.2.24 Caterpillars arrive	Week 3 7.3.24 World Book Day	Week 4 11.3.24 Chicks arrive 10.3.24 Ramadan begins	Week 5 18.3.24 Easter Church Service 19.3.24 Local area walk
Topic	Ready, Steady, Grow!				
Phonics	Rhyme Time: Rhyme Time Sounds All Around: Sound Patterns Sound It Out: I'm Hungry! Make A Mark: Cheerleader	Rhyme Time: Number Rhymes Sounds All Around: Toddle Waddle Sound It Out: Fruit Sounds Make A Mark: Mark Making Patterns	Rhyme Time: I Spy Rhyme Sounds All Around: What's That Sound? Sound It Out: Alphabet Food Make A Mark: Sensory Mark Making	Rhyme Time: Pass the... Sounds All Around: Bedtime Routine Sound It Out: I Spy Make A Mark: Volcano	Rhyme Time: Rolling Rhymes Sounds All Around: Pass The Sound Sound It Out: Monster Meals Make A Mark: Rainbow Writing
Key books	<u>Sharing a Story</u> <u>Core Text:</u> The Very Hungry Caterpillar  <u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced	<u>Sharing a Story</u> <u>Core Text:</u> The Tiny Seed  <u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story	<u>Sharing a Story</u> <u>Core Text:</u> Jasper and the Beanstalk  <u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced	<u>Sharing a Story</u> <u>Core Text:</u> Farmer Duck  <u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced	<u>Sharing a Story</u> <u>Core Text:</u> Ten Seeds  <u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced

	<p>vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Egg Caterpillar Hungry Pickle Salami Stomachache Cocoon Beautiful Butterfly</p>	<p>Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Autumn Hot rays Ocean Desert Spring Roots Weed Bud Summer</p>	<p>vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Bean Planted Watered Raked Hoed Mowed Beanstalk Giants</p>	<p>vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Lazy Fetched ‘How goes the work’ Weepy Plan Wearily</p>	<p>vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Seeds Shoots Seedlings Mole Buds Greenfly</p>
Maths	<p>Number 1 and 2 Subitising/ dice patterns/ different patterns/ different sizes and patterns Counting - say one number for each item/ Numeral matching/ link numerals and amounts Recap circles</p>	<p>Number 3 and 4 Subitising/ dice patterns/ different patterns/ different sizes and patterns Counting - say one number for each item/ Numeral matching/ link numerals and amounts Composition of 3 and 4 Recap triangles, squares and rectangles</p>	<p>Number 5 Subitising/ dice patterns/ different patterns/ different sizes and patterns Counting - say one number for each item/ Numeral matching/ link numerals and amounts Composition of 5 Recap pentagons</p>	<p>Spatial Awareness Hide & seek Duplo/ lego fit together/ take apart Empty/ nearly full/ full</p>	<p>Routines Days of the week, months of the year My birthday is in... What do we do at different times of day - routines Day/ Night What comes before, what comes next? First, then, now</p>

<p>PSED</p>	<p><u>Jigsaw</u> Session 1: Everybody's body. LO: I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. **Also cover safe adults in this lesson**</p>	<p><u>Jigsaw</u> Session 2: We like to move it, move it! I can tell you some of the things I need to do to be healthy.</p>	<p><u>Jigsaw</u> Session 3: Food glorious food! I know what the word 'healthy' means and that some foods are healthier than others.</p>	<p><u>Jigsaw</u> Session 4: Sweet dreams. I know how to help myself go to sleep and that sleep is good for me.</p>	<p><u>Jigsaw</u> Session 5: Keeping clean. I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</p>
<p>Key Vocabulary: Healthy, active, body, safe, trust, exercise, unhealthy, germs</p>					
<p>UTW</p>	<p><u>Can I eat a rainbow?</u> <u>Knowledge: Some foods are healthy. These include fruits, vegetables, nuts and seeds.</u> *We need to eat at least five portions of fruit and vegetables a day. Discuss the different foods the hungry caterpillar eats - which are healthy and which are unhealthy? Provide different fruits - encourage them to describe the fruits, which have they tried? Which</p>	<p><u>What is spring?</u> <u>Knowledge: Changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons.</u> *Spring is one of the four seasons. *The season of spring follows winter. *Spring is a season associated with new life. Set up a spring scrapbook, on weekly walks take photos of any</p>	<p><u>Jaspers Beanstalk</u> <u>Knowledge: Plants and trees are living things</u> *Beans are edible seeds that grow on plants in pods. *Seeds need water, air and warmth to germinate. *Plants need water, sunlight, air and warmth to grow. Plant beans, read the instructions on the packet, look at pictures of what will happen. Provide pots, compost,</p>	<p><u>Food and farming</u> <u>Knowledge: Farms supply shops, who supply us</u> *A shop is a place where people go to buy things with money. *A supermarket is a type of shop that sells food, drink and other products. *Fresh foods include fruit, vegetables, meat, eggs, fish, cheese, milk and bread. Watch 'lets go farming' video</p>	<p><u>Animals and their babies</u> <u>Knowledge: Animals are living things. There are lots of different types of animals. Pets are animals.</u> *Animal babies are known by different names than adult animals, such as cow and calf or sheep and lamb. Parent and animal picture cards - can you find my baby? Notice the similarities and differences between mums and babies. Introducing names for baby animals.</p>

	<p>did they like? Make fruit kebabs to eat after lunch. Discuss and compare before tasting.</p> <p>Outcome: Help to prepare a range of healthy snacks.</p>	<p>signs of spring that we spot. Discuss the changes we will expect to see. Compare these to the changes we noticed in Autumn.</p> <p>Outcome: Notice ways that the local environment changes during different seasons.</p> <p>Use simple language that relates to the passing of time. Know about the passing of time (e.g. within the school day)</p>	<p>beans and watering cans so children can plant their own beans. Watch them grow over the coming weeks (take home at the end of term - extras can be potted to use in FS activities)</p> <p>Outcome: Care for growing seeds and plants and describe observable features of different types of plants and trees.</p>	<p>Discuss who buys the food in our houses, where do they buy it from, what types of things do we eat Offer fresh food, discuss what is fresh food? Where do supermarkets get their fresh food from?</p> <p>Outcome: Listen to others when one to one or in a small group, and start and continue a conversation with a friend.</p> <p>Know about significant events in my own life e.g. birthday</p>	<p>Outcome: Name a variety of domestic and wild animals.</p>
<p>Key Vocabulary: Healthy, unhealthy, pierce, slide, choose, spring, buds, bulbs, seedlings</p>					
<p>Music</p>	<p>Lesson 1 - Moving to music LO: To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy</p>	<p>Lesson 2 - Storytelling with actions LO: To use actions to retell a story to music To sing and perform a group song</p>	<p>Lesson 3 - Using instruments to represent actions LO: To learn how instruments can represent a certain</p>	<p>Lesson 4 - Musical story composition LO: To create a musical story based upon a familiar routine</p>	<p>Lesson 5 - Musical story performance LO: To create a musical story based upon a familiar routine</p>

	<p>Kennedy and recall part of the story.</p> <p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel.</p> <p>Kapow</p>	<p>Kapow</p>	<p>mood, character or action</p> <p>To experiment with the sounds of different instruments</p> <p>Kapow</p>	<p>To use instruments to represent moods or actions</p> <p>To play an instrument as part of a group story</p> <p>Kapow</p>	<p>To use movement to express moods or actions within a musical story</p> <p>To play an instrument as part of a musical story and perform as a group</p> <p>Kapow</p>
<p>Key Vocabulary: Song, character, loud, quiet, fast, slow, (names of percussion instruments)</p>					
Forest School	<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>					
Art / DT	<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</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>

		transient art. Kapow			
	<p>Key Vocabulary: Thread, stitch, sew, needle, eye, hessian, collage, landscape, design</p>				
	<p>Artist of the half term: Georgia O’Keefe</p> 