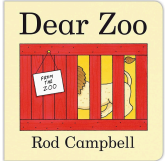

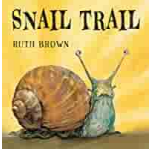
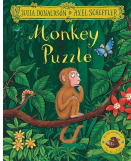


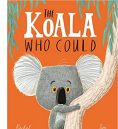


Spring 2	Week 1 8.4.24 Eid	Week 2 15.4.24 World Art Day	Week 3 22.4.24 Earth Day	Week 4 29.4.24 International Dance Day 2-9th Children's Book Week	Week 5 6.5.24 Mental Health Awareness Week 7-14th May Book Fair	Week 6 16.5.24 EYFS local park visit	Week 7 20.5.24 World Bee Day
Topic	Animal Safari Creep, Crawl, Wriggle						
Phonics	<u>Nursery RWI</u> Introduce single speed sound picture cards to: <ul style="list-style-type: none"> ● HG ● JR ● MPW ● GJ ● FH ● AW ● AL Phase 1 Aspects 1-5 spiral programme with all	<u>Nursery RWI</u> Introduce single speed sound picture cards to: <ul style="list-style-type: none"> ● HG ● JR ● MPW ● GJ ● FH ● AW ● AL Phase 1 Aspects 1-5 spiral programme with all	<u>Nursery RWI</u> Introduce single speed sound picture cards to: <ul style="list-style-type: none"> ● HG ● JR ● MPW ● GJ ● FH ● AW ● AL Phase 1 Aspects 1-5 spiral programme with all	<u>Nursery RWI</u> Introduce single speed sound picture cards to: <ul style="list-style-type: none"> ● HG ● JR ● MPW ● GJ ● FH ● AW ● AL Phase 1 Aspects 1-5 spiral programme with all	<u>Nursery RWI</u> Introduce single speed sound picture cards to: <ul style="list-style-type: none"> ● HG ● JR ● MPW ● GJ ● FH ● AW ● AL Phase 1 Aspects 1-5 spiral programme with all	<u>Nursery RWI</u> Introduce single speed sound picture cards to: <ul style="list-style-type: none"> ● HG ● JR ● MPW ● GJ ● FH ● AW ● AL Phase 1 Aspects 1-5 spiral programme with all	<u>Nursery RWI</u> Introduce single speed sound picture cards to: <ul style="list-style-type: none"> ● HG ● JR ● MPW ● GJ ● FH ● AW ● AL Phase 1 Aspects 1-5 spiral programme with all

Key books	<p><u>Sharing a Story</u> <u>Core Text:</u> Dear Zoo</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Wrote ● Fragile ● Fierce ● Grumpy ● Jumpy ● Perfect 	<p><u>Sharing a Story</u> <u>Core Text:</u> The Tiger Who Came To Tea</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Wonder ● Milkman ● Grocer ● Supper ● Street Lamps 	<p><u>Sharing a Story</u> <u>Core Text:</u> Snail Trail</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Slope ● Slippery ● Arch ● Narrow ● Curled up 	<p><u>Sharing a Story</u> <u>Core Text:</u> Monkey Puzzle</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Lost ● Coils ● Slither ● Leaps ● Discover 	<p><u>Sharing a Story</u> <u>Core Text:</u> Mad about Mega Beasts</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Fierce ● Years ago ● Hatch ● Graceful ● Mammal ● Dozy 	<p><u>Sharing a Story</u> <u>Core Text:</u> The big book of bugs</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Wriggling ● Stinging ● Chrysalis ● Antennae ● Invertebrate ● Larva 	<p><u>Sharing a Story</u> <u>Core Text:</u> The Koala Who Could</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Dawn ● Creatures ● Clung ● Preferred ● Wombat ● Chatter
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Maths	3D Shapes <i>Cubes and Cuboids/ Cylinders/ Spheres</i> Children can identify 3D shapes and be able to talk about their properties.	Capacity <i>Full/ Not full/ Empty</i> Full or empty - children explore containers that are full or empty, nearly full or nearly empty. Children explore the capacity of different containers by pouring directly from one to another.	Height & Length <i>Tall & Short Short & Long taller/ shorter</i> Compare height or length of objects using vocabulary.	Mass <i>Heavier/ Lighter</i> Introduce balance scales and explore what happens when they put different objects in them. Explore which objects are lighter and which are heavier.	Sequencing Sequence pictures from nursery rhymes, familiar stories and daily routines.	Number Formation Formation rhymes	Consolidation
	Key Vocabulary: Cube, Cuboid, Cylinder, Sphere, 3D, Full, Empty, Pour, Tall(er), Short(er), Long(er), heavy, light, scales						
PSED	<i>Jigsaw</i> Session 1: My family and me! LO: I can tell you about my family	<i>Jigsaw</i> Session 2: Make friends, make friends, never, never break friends (part 1) LO: I understand how to make friends if I feel lonely	<i>Jigsaw</i> Session 3: Make friends, make friends, never, never break friends (part 2) LO: I can tell you some of the things I like about my friends	<i>Jigsaw</i> Session 4: Falling out and bullying (part 1) LO: I know what to say and do if somebody is mean to me	<i>Jigsaw</i> Session 5: Falling out and bullying (part 2) LO: I can use 'calm me time' to manage my feelings	<i>Jigsaw</i> Session 6: Being the best friends we can be LO: I can work together and enjoy being with my friends	<i>Jigsaw</i> Consolidate learning

Key Vocabulary:
Family, friends, jobs, lonely, words, fall out, feelings, argue, upset, calm me, breathing

Key Vocabulary: Family, friends, jobs, lonely, words, fall out, feelings, argue, upset, calm me, breathing							
UTW	<p>Dear Zoo <u>Knowledge</u> A story is something that happened. It can be true or made up.</p> <p>A character is a person, animal or thing that speaks or does something in a story.</p> <p>Share the story <i>Dear Zoo</i>. Encourage the children to predict what animal is hiding in the box each time. Invite them to share their ideas about why each animal is unsuitable to be a pet. Explore the vocabulary in the story, such as grumpy and fierce. Invite the children to share other</p>	<p>Paws and Whiskers <u>Knowledge</u> Animals have some similar and some different body parts. *Paw is the name for an animal's foot. *Whiskers are the long hairs that grow out of an animal's face.</p> <p>https://iframe.dacast.com/vod/e0fca63d7cee0dc78d6f49f821d0388/c458ea28-3d71-60e9-0f82-0388478268d34</p> <p>'Which animals have paws?' and 'Which animals have whiskers?' Encourage the children to share their ideas. Ask</p>	<p>Snails <u>Knowledge</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. *Snails are invertebrates from the mollusc family. *They have soft bodies and a spiral shell.</p> <p>Put snails on transparent Perspex sheets or inside a Perspex tank so the children can see them moving from underneath. Paint some mashed lettuce or spray a fine mist of water over the Perspex</p>	<p>Looking after animals <u>Knowledge</u> Pets need food, water, sleep, exercise and play to keep them happy and healthy. Begin to talk about ways to care for a plant or animal.</p> <p>Set up a looking after pets browsing box. Include items such as food bowls, pet food, pet brushes, a dog lead and collar and pet toys. You could use the Looking after pets picture cards. Ask the children, 'How do we look after pets?' Invite them to choose one of the items or pictures and talk about what they are and how they</p>	<p>Animal Patterns <u>Knowledge</u> Make simple patterns using fingers, feet and found objects. Display the Animal patterns picture cards in the creative area and invite the children to talk about the different shapes, patterns and colours they can see. Provide ready-mixed paint in shallow trays and various resources to print with, such as corks, Lego bricks, bubble wrap, shaped sponges and thick corrugated card. Show the children how to place the print tools into the paint and then press them on the</p>	<p>Minibeast Safari <u>Knowledge</u> A habitat is a place where living things live. Living things, including plants and animals, live in the local environment. *Minibeasts is another name for invertebrates, such as insects, spiders and snails.</p> <p>https://iframe.dacast.com/vod/e0fca63d7cee0dc78d6f49f821d0388/57223723-7fb3-c5e2-20b3-0e46eba56afc</p> <p>Invite them to talk about the minibeasts they see and where they might live. Tell the children that you will go on a minibeast safari in the Nursery garden</p>	<p>Scales, fur, feathers <u>Knowledge</u> Begin to talk about and name the body parts of common animals, including pets.</p> <p>*Birds grow feathers on their skin.</p> <p>*Reptiles including crocodiles and tortoises have scaly skin.</p> <p>Display the Scales, feathers and fur picture cards and a selection of furry fabric, feathers and scaly fabric. If possible, provide a discarded snakeskin for the children to explore. Invite them to handle the feathers and fabric</p>

	<p>words to describe the different animals in the story. You could reread the story and add actions or sound effects so the children can join in.</p>	<p>questions to encourage the children to talk about the different animals' features. For example, 'Which animals have long tails? Which animals have floppy ears? Which animals have feathers? Which animals have scales?'</p>	<p>so the children can see the snails' mouths as they eat or drink. Invite the children to look closely at the snails and describe what they can see. Introduce them to vocabulary, such as trail, slither, ripple, spiral and slimy. Ask the children to move like a snail by rippling their bodies along the floor. Provide silver gel pens, silver markers and black paper. Invite the children to draw spiral shapes and loopy snail trails all over the paper.</p>	<p>help look after the animals. Support the children to understand that pets need food, water, sleep, exercise and play to keep them happy and healthy. Explain that pets also need to visit the vet to make sure they are healthy.</p>	<p>paper to create a print. Invite the children to cover their paper with different shapes and colours to create patterns. Provide time for them to compare their artwork with others.</p>	<p>or school grounds. Ask them where they should look to find minibeasts. Provide the children with magnifying glasses to look carefully at the minibeasts and cameras or tablets to take photographs. Have fun searching in trees, under rocks and in leaf litter and soil for minibeasts.</p>	<p>and talk about how they feel. Introduce vocabulary, such as soft, scaly, smooth, dry, furry, colourful, bright, feathers, fur, scales and patterned. Ask the children to sort the picture cards into animals with fur, feathers and scales. Provide time to talk about the animals and compare their features.</p>
<p style="text-align: center;">Key Vocabulary: Story, Character, Fiction, Non fiction, Paw, Whisker, Invertebrates, Foot, Spiral, Groom, Print, Habitat, Magnifying Glass, Scales, Reptiles</p>							

Forest School	Activity: Leaf Threading - Fine motor activity, use fine twigs with string attached to thread leaves and create a nature necklace.	Activity: Painting with mud - Creating with natural materials - use watered down mud to create a media to paint trees/ plants/ animals. Add leaves and petals for interest.	Activity: Nature Weaving - Fine motor activity. Prep cardboard rectangles with elastic bands spaced evenly. Encourage children to forage for different things in the forest they can weave onto their board.	Activity: Sign of Spring search - Create a tick sheet children can take around the forest and mark off when they spot the different things listed on the sheet. *If we can find any flowers, collect some to press.	Activity: Tree Rubbing - Use paper and wax crayons to take rubbings from tree trunks and anything else the children think might create an interesting rubbing.	Activity: Wind Catchers - Children forage for a long stick and other loose parts (leaves, flowers, feathers etc) use brown string to attach these to their stick to create a natural wind catcher. These can be hung from trees in the forest area.	Activity: Creating a shaded area for the teddies - children to work together to forage natural resources to create a shelter to protect the teddies from the sun
Key Vocabulary: Thread, weave, forage, mix, press, rub, trunk, shelter							
Music	Lesson 1 LO: To explore creating sound effects. https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/transport/lesson-1-exploring-different-types-of-transport/	Lesson 2 LO: To explore making sounds at different speeds. https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/transport/lesson-2-trains/	Lesson 3 LO: To explore moving to different tempos. https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/transport/lesson-3-boats/	Lesson 4 LO: To interpret symbols to show a change in speed. https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/transport/lesson-4-cars/	Lesson 5 LO: To interpret a simple score to show tempo changes. https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/transport/lesson-5-transport-journey/		
Key Vocabulary: Car, Boat, Train, Fast(er), Slow(er), Slowing, Stopping							

Art / DT	<p>Art Lesson 1: Clay LO: To explore clay and its properties. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-1-clay/</p>	<p>DT Lesson 1: Waterproof Materials LO: To understand what waterproof means and to test whether materials are waterproof. https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-1-waterproof-materials/</p>	<p>Art Lesson 2: Playdough LO: To explore playdough and its properties. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-2-playdough/</p>	<p>DT Lesson 2: Floating and Sinking LO: To test and make predictions for which materials float or sink. https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-2-floating-and-sinking/</p>	<p>Art Lesson 3: 3D Landscape Art LO: To create natural 3D landscape pictures using found objects. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-3-3d-landscape-art/</p>	<p>DT Lesson 3: Boats LO: To compare the uses of boats. https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-3-boats/</p>	<p>Art Lesson 4: Designing Animal Sculptures LO: To generate inspiration and conversation about sculpture art and artists. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-4-designing-animal-sculptures/</p>
	<p>Key Vocabulary: Waterproof, Float, Sink, Predict, Investigate, Wet, Dry, Boat, Ship 3D, clay, playdough, design, sculpture, pinch, roll, smooth, stretch, squash, cut, bark, seed pods</p>						
	<p>Artist of the half term: Kandinsky</p> 