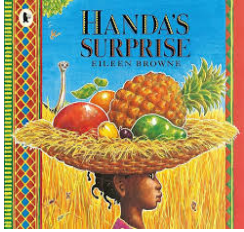

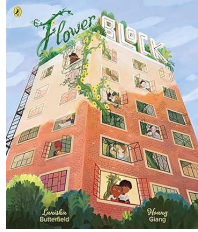
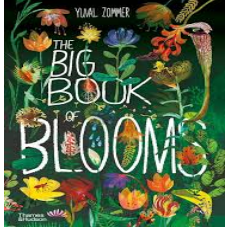
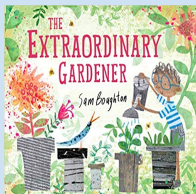




<p>Literacy</p> <p>C&amp;L</p>	<p><u>Book of the Week:</u> <u>Handa's Surprise</u></p>  <p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>delicious</li> <li>surprised</li> <li>wonder</li> <li>ripe</li> <li>tangy</li> <li>sweet</li> <li>juicy</li> </ul>	<p><u>Book of the Week:</u> <u>Busy Spring</u></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></p> <ul style="list-style-type: none"> <li>pecking</li> <li>chattering</li> <li>fluttered</li> <li>collecting</li> <li>compost</li> <li>pollinating</li> <li>migrate</li> </ul>	<p><u>Book of the Week:</u> <u>Flower Blocks</u></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></p> <ul style="list-style-type: none"> <li>shuddered</li> <li>sighed</li> <li>mumbled</li> <li>wild</li> <li>paradise</li> <li>clapped</li> </ul>	<p><u>Book of the Week:</u> <u>The Tree Next Door</u></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></p> <ul style="list-style-type: none"> <li>warmly</li> <li>beaming</li> <li>faded</li> <li>erupted</li> <li>bare</li> <li>twinkling</li> </ul>	<p><u>Book of the Week:</u> <u>Sonya's Chickens</u></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></p> <ul style="list-style-type: none"> <li>spruced</li> <li>tending</li> <li>nestled</li> <li>crept</li> <li>covering</li> <li>exhausted</li> </ul>	<p><u>Book of the Week:</u> <u>The Big Book of Blooms</u></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></p> <ul style="list-style-type: none"> <li>vivid</li> <li>paradise</li> <li>pollinated</li> <li>flamboyant</li> <li>frequent</li> <li>producing</li> <li>nectar</li> </ul>
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Literacy	The Extraordinary Gardener		Sonya's Chickens		Handra's Hen	
TTS						
Maths	<u>White Rose Maths</u> <b>Length, Height and Time</b> Explore length Compare length Explore height Compare height	<u>White Rose Maths</u> <b>Alive in 5</b> Talk about time Order and sequence time	<u>White Rose Maths</u> <b>Building 9 and 10</b> Find 9 and 10 Compare numbers to 10 Represent 9 and 10	<u>White Rose Maths</u> <b>Building 9 and 10</b> Conceptual subitising to 10 1 more 1 less	<u>White Rose Maths</u> <b>Building 9 and 10</b> Bonds to 10 (2 parts) Making arrangements of 10 Bonds to 10 (3 parts)	<u>White Rose Maths</u> <b>Building 9 and 10</b> Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd
Key Vocabulary: compare, 1 more, 1 less, 9 and 10, composition, 3D shapes, number bonds, time, length, height, double, odd and even						
PSED	<u>Jigsaw</u> Session 1: Everybody's Body <b>Learning Objective:</b> I understand that I need to exercise to keep my body healthy *Talk about safe adults and who my safe adults are	<u>Jigsaw</u> Session 2: We like to move it, move it <b>Learning Objective:</b> I know which foods are healthy and not so healthy and can make healthy eating choices.	<u>Jigsaw</u> Session 3: Food, Glorious Food <b>Learning Objective:</b> I know what the word 'healthy' means and that some foods are healthier than others.	<u>Jigsaw</u> Session 4: Sweet Dreams <b>Learning Objective:</b> I know how to help myself go to sleep and understand why sleep is good for me.	<u>Jigsaw</u> Session 5: Keeping Clean <b>Learning Objective:</b> I can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet.	<u>Jigsaw</u> Consolidation

Key Vocabulary: healthy, exercise, shoulders, stranger, active, safe, adult, trust, scared						
R.E	Why do Christians put a cross in an Easter garden?  <a href="#">Lesson Plans</a> <a href="#">Lesson 1</a> <a href="#">Link</a>	Why do Christians put a cross in an Easter garden?  <a href="#">Lesson Plans</a> <a href="#">Lesson 2</a>	Why do Christians put a cross in an Easter garden?  <a href="#">Lesson Plans</a> <a href="#">Lesson 3</a>	Why do Christians put a cross in an Easter garden?  <a href="#">Lesson Plans</a> <a href="#">Lesson 4</a>	Why do Christians put a cross in an Easter garden?  <a href="#">Lesson Plans</a> <a href="#">BBC clip</a>	Why do Christians put a cross in an Easter garden?  <a href="#">Lesson Plans</a>
Key Vocabulary: Palms, Palm Sunday, Good Friday, Easter Saturday, Easter Sunday, cross, risen, Easter						
UTW	<b>Skill</b> Make simple prints using a variety of tools, including print blocks and rollers.  <b>Prompts</b> 1.What happens when the red and yellow paint mix? 2.Can you make a pattern using the shapes or colours? 3.How are the printed shapes similar and different	<b>Skill</b> Describe some similarities and differences between things in the past and the present.  <b>Prompts</b> 1.How does the little red hen cut the wheat? 2.What do farmers use to cut wheat today? 3.The hen took the wheat to a mill. Look at the picture of the mill. How do you think it works? 4.How are the pictures of farms in the past similar	<b>Skill</b> Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.  <b>Prompts</b> 1.What do you think will happen to the vegetable tops?	<b>Skill</b> Ask a relevant scientific question to find out more, explain how things work and why they might happen.  <b>Prompts</b> 1.The female frog lays eggs in a pond. What are the eggs called? 2.When the tadpoles hatch out of the frogspawn how do they change? 3.How is a froglet different from a tadpole?	<b>Skill</b> With support, observe, record and talk about materials and living things.  <b>Prompts</b> 1.How do the chicks hatch out of the eggs? 2.The chicks have come from hens eggs. Do you know what other animals lay eggs? 3.If you crack an egg what is inside?	<b>Skill</b> Share their creations with others, explaining their intentions and the techniques and tools they used.  <b>Prompts</b> 1.How are the flowers similar and how are they different? 2.Look at the daffodil. What can you see inside the flower's trumpet? 3.What shape are the petals and leaves?

	<p>to the vegetables and fruit?</p> <p><b>Knowledge</b> Patterns can be made when printing using fruit</p> <p><a href="#">Lesson 1</a></p>	<p>or different to the farm we visited?</p> <p><b>Knowledge</b> The way people lived in the past is different from how we live today.</p> <p><a href="#">Lesson 2</a></p>	<p>2.How will you look after your vegetable top?</p> <p>3.How have the plants changed over time?</p> <p>4.How tall were they when you planted them?</p> <p>5.How much have they grown?</p> <p><a href="#">Lesson 3</a></p>	<p>4.How does a tadpole change into a frog?</p> <p><b>Knowledge</b> Frogs lay frogspawn in ponds. Tadpoles hatch out of the frogspawn and grow into frogs.</p> <p><a href="#">Lesson 4</a></p>	<p>4.What is the yellow part of the egg called?</p> <p>5.Do you eat eggs at home? How do you like to eat your eggs?</p> <p>6.How do the eggs change when they are cooked?</p> <p><b>Knowledge</b> 1.Bird eggs are laid by female birds. 2.Birds eggs are surrounded by a shell.</p> <p><a href="#">Lesson 5</a></p>	<p>4.What colours are the petals?</p> <p>5.Choose a plant, what resources would you like to use to create a picture of the plant?</p> <p>6.Can you explain how you made your picture?</p> <p>7.How is your picture similar to or different from your friends' pictures?</p> <p><b>Knowledge</b> Name and describe basic features of plants and trees.</p> <p><a href="#">Lesson 6</a></p>
<p>Key Vocabulary: hibernation, Spring, compost, pollinating, hatching, life cycle, leaves, roots</p>						
Expressive Arts and Design - in provision	<p><b>DT Sewing with hessian</b> LO: To practise and apply threading skills with specific materials eg. hessian and wool.</p>	<p><b>Art Collage and transient art</b> LO: To make child led collages using mixed media. To use loose parts to create a piece of transient art.</p>	<p><b>DT Designing bookmarks</b> LO: To use threading or sewing to design a product (bookmark) <a href="#">kapow</a></p>	<p><b>Art Landscape collage</b> LO: To create landscape collages inspired by the work of Megan Coyle. <a href="#">kapow</a></p>	<p><b>DT Creating bookmarks</b> LO: To create a textiles product (bookmark) following their own design.</p>	<p><b>DT Sewing with hessian</b> LO: To practise and apply threading skills with specific materials eg. hessian and wool.</p>

	<a href="#">kapow</a>	<a href="#">kapow</a>			<a href="#">kapow</a>	<a href="#">kapow</a>
<p>Key Vocabulary: dab, dot, shiny, silky, slimy, slippery smooth, squelchy, sticky, wet, feathers, flower buds, texture, twigs, collage, transient, weaving, threading</p>						
<p>Artist of the half term: Georgia O'Keefe</p> 