

Term: Spring 2

Year: 2019/2020

Teacher: Mr Masters

TA: Mrs Malyan

Focus Texts: The Tiny Seed, The Very Hungry Caterpillar, From Caterpillar to Butterfly, Jasper's Beanstalk, Oliver's Vegetables, Little Bears Spring, The Boy Who Grew Dragons

Curriculum Enhancement Focus: Watch Me Grow

Communication and Language:

- Vocabulary:** blossom, bulbs, compost, bloom, seed, roots, stem, petals, germination, growth, daffodils, tulips, life cycle, caterpillar, pupa, chrysalis, butterfly, metamorphosis, insect, minibeast, hatch, chick, duckling, lamb, frogspawn, tadpoles, frogs.
- Continue the use of Helicopter Stories to support the development of oral storytelling.
- Go on weekly spring walks, considering and discussing the signs of spring, life cycles, growth and seasonal changes.
- Engage with the chapter book 'The Boy Who Grew Dragons', following the story without the use of props and pictures.
- Consider the focus texts, answering 'how?' and 'why?' questions in response to what has been read/discussed.

Physical Development

- Continue to practise changing for P.E independently.
- Continue to develop an understanding of the need for safety when tackling new challenges, considering and managing some risks.
- Continue the use of Dough Disco (x2 daily) to support fine motor development.
- Take part in the #EatThemToDefeatThem/Veg Power campaign workshop, with the support of Hayle Asda. Why is it important to maintain a healthy diet? How many portions of fruit/veg should eat each day? How are health and diet linked?
- Ensure that gross motor play is facilitated daily.

Mathematics

- Continue and complete the White Rose spring SOL.
- Addition and subtraction - explore number bonds to 5.
- Number and place value - numbers to 10/comparing groups up to 10.
- Addition and subtraction - explore number bonds to 10 - ten frame and part-whole model.
- Geometry - shape and space - spatial awareness.
- Geometry - shape and space - 2D and 3D shape.
- Subitise song - learn, perform and demonstrate understanding of the vocabulary involved.
- Ensure that adults model taught skills and concepts, through play, and encourage/facilitate children's application.
- Ensure that the continuous provision is enhanced to reflect need/interest.



Personal, Social and Emotional Development:

- Discuss and consider what we know about caterpillars and butterflies. How will we take care of our own caterpillars, so that they remain safe, happy and healthy?
- Discuss and consider the thoughts, feelings and emotions of characters, e.g. how did Tomas feel when his dragon first hatched? Why do you think he felt that way? Have you ever felt that way before?
- Continue to develop the confidence to discuss thoughts, feelings and ideas in a familiar group.
- Continue to Develop the confidence to express when adult help is/isn't needed to complete a task.
- Continue to play team games frequently, developing an awareness of why it is important to play co-operatively and take turns.

Literacy

- Continue and complete Phase 3 of Letters and Sounds.
- List writing - signs of spring, step-by-step guide to growing/cultivating a seed, why we celebrate Easter, a shopping list of Oliver's vegetables.
- Write about a life cycle (plant, minibeast or animal), referring to observations and/or non-fiction texts.
- Design a dragon, writing its own character description/profile.
- Develop an understanding of information retrieval - communication, books, technology.
- Continue to develop an awareness of authors, illustrators and our own favourite books.

Understanding the World

- Discuss and consider the significance of celebrations - Mothering Sunday and Easter.
- Discuss and consider spring - what is spring? what are the signs of spring?
- Explore germination and experiment with growth in different conditions - what does a seed need to grow? Which seeds do you predict will grow? How have the seeds changed over time?
- Discuss and consider the life cycle of a butterfly, raising Painted Lady butterflies from caterpillars and observing the process of metamorphosis.
- Utilise technology to retrieve factual information about spring.

Expressive Arts and Design

- Explore a range of spring themed provocations, experimenting with colour, texture, shape, form and space in two or three dimensions to produce visual artwork.
- Continue to build a repertoire of songs, nursery rhymes and dances.
- Ensure that the home corner provision is enhanced with spring provocations to facilitate purposeful and imaginative role play.
- Ensure that the loose parts provision is enhanced with fresh resources and that spring provocations are introduced frequently.
- Work collaboratively to create sensory play dough, enhanced with natural/spring themed ingredients.