

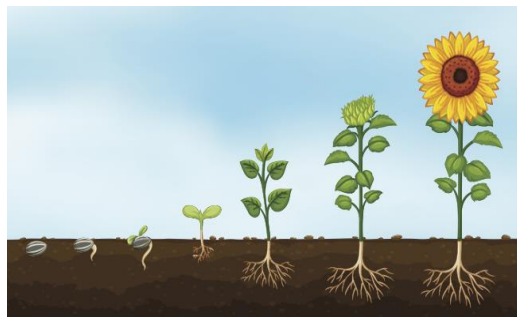
EYFS Unit Spring 2 Mrs Wilkinson, Mrs Gill & Mrs Hulbert Topic: What is the weather like and how do things grow?

Physical Development: Depending on their age and stage of development children will be learning to: **Reception:** Change for PE without adult support and engage fully in PE lessons **on Fridays with Mrs Hulbert**, continuing to develop new skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Use effective tripod grip with pencil to write all Set 1 letters & most of Set digraphs and use scissors and a range of other tools effectively. independently for own creations.

Nursery: 4-year-olds: Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip more consistently and trace over and begin to copy letters of own name. Use loop or sprung scissors effectively to follow straight lines when cutting.

Nursery: 2–3-year-olds: Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making and begin to use a modified tripod grip. Roll playdough into balls and sausages and cut out shapes with cutters. Use loop scissors to snip.

Personal, Social and Emotional Development: All children will: Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. Cultivate age-appropriate skills during lunchtime, snack time, and bathroom routines, while also learning to seek assistance when necessary. **In PSHE sessions with Mrs Gill** children will continue to develop their awareness of their own and others feelings and learn strategies to manage their own feelings.



General Information: Please remember to:

- ★ Make sure your child brings a named book bag (**Reception**) or other suitable bag (**Nursery**) daily for transporting spare clothes, letters etc.
- ★ Label all your child's clothes, bags etc- **initials with a marker pen is fine!**
- ★ Please bring your child through the side gate and line up with them outside Class 1 door ready for 8:45 am start. Pick them up at 3:15pm. All drop-offs and pick-ups are from the Class 1 door.
- ★ Please send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ The children have PE usually on Friday mornings. **Please make sure Reception children always have a named PE kit in school. Nursery children will not be required to change for PE, but it would be very helpful if they always had a spare set of comfortable clothes in school.**
- ★ Please talk to us about anything you that may be worrying you or that you would like to know more about.

Communication & Language:


Depending on their age and stage of development children will be learning to:

Reception: Listen and respond to adults and peers in whole class group. Express ideas in sentences including using story language, to retell familiar stories or new vocabulary to explain information found in non-fiction books. Use language to explain what they are doing. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar storylines or information found in non-fiction books, taking on ideas of others.

Nursery: 4-year-olds: Listen and respond in whole class group activities. Talk to adults and other children in sentences including retelling a sequence of events from familiar stories or their experiences using past tenses or saying what is going to happen next in a familiar story. Pretend play: Start to role play situations from less familiar situations including different occupations using new vocabulary demonstrating their understanding of these occupations, using objects to represent other objects in their play and starting to take on different roles. Engage in small world play for longer periods giving commentaries or adding voices to this type of play.

Nursery: 2-3-year-olds: Listen and attend to group activities for longer periods. Express wants and needs to familiar adults starting to comment on things beyond the 'here and now' using simple sentences. Pretend play: Engage in simple pretend play in home corner or outside using realistic objects and other materials together. Represent some situations and experiences from outside the home in their play. Recognise props and costumes relating to different occupations and engage with them in play. Carry out small world pretend play sequences.

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<p>Literacy: Reception: Listen and respond to stories and non-fiction books in class groups, answering some more complex when, why and how questions, learning new vocabulary and factual information from class texts: Books: <i>‘The Hungry Caterpillar’</i>, <i>‘Jasper’s Beanstalk’</i>, <i>‘Jack & the Beanstalk’</i> <i>‘Worm Loves Worm,’</i>  <i>‘Ten Seeds’</i> <i>‘Sunflower House,’</i> + Non Fiction books and PPTs about the life cycles, how to grow plants and the weather.</p> <p>Phonics RWI: Read and write all Set 1 Letters and Set 2 sounds and consolidate their ability to read and write many RWI Set 3 sounds. Writing: Write simple phrases and sentences in meaningful contexts with increasing independence and start to write a sequence of sentences to retell a simple story or event or to record information they have learned.</p> <p>Nursery: 4-year-olds: engage with whole class stories or non-fiction books and show understanding by answering who, what, and where or when and simple why questions or through pretend play, using new vocabulary from our texts. Phonics: spot pairs of rhyming words and begin to continue a rhyming string. Identify objects or pictures from a small group by their initial sounds or by orally blending sounds. Play sound lotto games. Tap out multi syllabic words or short phrases. Writing: Develop use of ‘writing’ in pretend play, copy their names and write one or more letters from own name independently.</p> <p>Nursery: 2–3-year-olds: Enjoy sharing familiar stories in groups, fill in gaps with key words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities including tapping out the syllables in their name, nursery rhymes and action songs. Start to draw some recognisable objects or people e.g. a face.</p>	<p>Expressive Art and Design:</p> <p>Reception: Reception: Techniques: Painting or printing, collage and plant pigment mark making. Genre: Sunflower pictures and collages, insect pictures and collages, collages with seeds and other natural materials. Key Artists: Van Gough, Eric Carl. Closely observe a plant and make observational drawings. Participate in adult led creative activities related to topic or Easter e.g. Easter Cards as well as initiating own creations. Learn Easter songs. Make Easter Garden (RE)</p> <p>Charanga; Unit 4: ‘Our World’</p> <p>Nursery: As Reception with support when necessary.</p>	<p>RE: Reception: Children will follow the Understanding Christianity Module: Salvation: ‘Why do Christians put crosses in an Easter Garden?’</p> <p>Understanding the World:</p> <p>Reception: Learn about the weather, make observations. Describe and record it in different ways. Learn about how to grow plants and follow instructions to plant a bean or a sunflower and cress. Learn how to take care of plants, make observations of growth and take measurements. Find out what plants need to grow (water, sunlight and the correct temperature). Learn about the lifecycles of butterfly and a sunflower. Nursery: Participate in Reception teaching and learning activities above with adult support. Nursery: 4-year-olds: Explore, talk about and show care for the natural world including observing how plants grow. Nursery 2–3-year-olds: Explore natural materials and phenomena e.g. plants, wildlife and weather inside and outside.</p>
<p>Maths: Reception: White Rose Maths Units: Explore Length and Height, Building 9 & 10: (Comparing Numbers to 10, Bonds to 10) 3D Shape & Pattern (Complete jigsaws with at least 10 pieces).</p> <p>Nursery: 4-year-olds: Develop 1-1 correspondence for 7, 8 & 9 to count objects. Compare 7, 8 & 9 and talk about one more and one less. Consolidate recognition and naming of 2D shapes triangle, circle; square, rectangle. Complete simple jigsaws with up to 8 pieces.</p> <p>Nursery: 2–3-year-olds: Join in with Number Songs and Rhymes. Develop 1-1 correspondence to count up to 5 objects. Start to recite numbers up to 7, 8 and 9. Match objects, shapes or colours and recognise circles, squares and triangles. Stack 7, 8 or 9 bricks. Complete inset puzzles with up to 12 pieces.</p>		

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Topic Vocabulary: Spring 2: Weather and Growing things

spring

weather

rain, rainy

wind, windy, breeze, breezy

sunshine, sunny, bright

clouds, cloudy, dull

fog, mist, foggy, misty

ice, snow, frost, frosty

thunder, lightening, storm, stormy

seed, bulb, root, shoot, stem, seedling, leaf, leaves, flower, bud

sow, plant, water, dig, weed, hoe, hose, rake, mow, wait, pick, harvest, crop, climb, throw, love, fly, flew

soil, pot, watering can, water spray, hose pipe, cane

sunlight, warmth, the right temperature

Life cycle

sunflower,

scarecrow

wet, dry, moist

grow, grew

tall, taller, high, higher, short, shorter

beanstalk, beans

Jack, Jasper, mother, cow, giant, castle, wife, hen, harp, sack, coins

magic, golden

worm

wedding