

Topic	Spring		People and things that help us....			
Week Commencing	21 <sup>st</sup> February	28 <sup>th</sup> March	7 <sup>th</sup> March	14 <sup>th</sup> March	21 <sup>st</sup> March	28 <sup>th</sup> March
	'Six dinner Sid'	Poetry 'Five a day' 3 <sup>rd</sup> March World Book Day 'Where's Wally'	Comic books and comic strips  People and things that help us  Superheroes	18 <sup>th</sup> March Red Nose Day  Friends  The story of Easter	The story of Easter  Mothering Sunday 'My Mum is Fantastic'	Parent Evenings; Tuesday 29 <sup>th</sup> 3.20-6pm Thurs 31 <sup>st</sup> 4.30-7pm  The story of Easter
<b>PSED</b> <i>Taken from 2021Statutory Framework</i>	<p>Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs</p>					
	<b>Jigsaw PSHE Programme</b>					
<b>Circle time</b>	Everybody's body	We like to move it, move it	Food glorious food	Sweet dreams	Keeping it clean	Stranger Danger
<b>Literacy</b> <i>Taken from 2021Statutory Framework</i>	<p>Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>					
	Daily phonic sessions in ability groups Reading to an adult or in a Guided reading Group					
	<b>Poetry Basket</b>					
	Furry Furry Squirrel	Spring wind	Hungry Birdies	A Little Seed	Stepping Stones	Mrs Bluebird
	Six Dinner Sid Handwriting robot arm	Poems that relate to Spring and the changing	Comics Handwriting	Paint a picture of a friend and write a	My Mum is fantastic Anthony Browne	Story of Easter Writing Easter Cards

	letters Guided Reading	seasons 'Read me 1' A poem a day for every day of the year. Writing group poems- Spring is..... Book week-Aim to read 5 stories a day! Pencil control workbooks	Zig zag letters  Own books about a superhero  Speech bubbles and comic strips/  Guided Reading	positive statement about them 'Patrick makes me laugh and sits next to me. He is my friend'  Story of Easter  Pencil control workbooks	Story of Easter Writing Mother's Day cards My mum is....  Handwriting recap curly caterpillar letters  Guided Reading	
<b>Mathematics</b>  <i>Taken from 2021Stutory Framework</i>	Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
	Building 9 and 10 Number formation to 10		Consolidation		Assessment	
<b>UtW</b>	Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
	<b>Weather chart-How is the weather changing now it is Spring?</b>	<b>What is happening in the world around us now it is Spring?</b>	<b>What are Birds busy doing in Spring?</b> Making own nests and	<b>Why is your mum special?</b> Discuss Mother's day -	<b>What do we celebrate in Spring?</b> Story of Easter and I	<b>What do we celebrate in Spring?</b> Story of Easter and I

		<b>How a tree changes through the seasons</b>	<b>using explorers Bag to spot birds</b>	<i>are all mums the same? Children to make Mother's day cards</i>	<b>celebrate Easter</b>	<b>celebrate Easter</b>
<i>30-50 months: Shows interest in different occupations and ways of life.ELG: recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. ELG: Children know about similarities between themselves and others, and among families, communities and traditions.</i>						
<b>Physical Development</b>	Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
<i>Taken from 2021Stutory Framework</i>	Real Gym					
<b>Expressive Art and Design</b>	Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
	Charanga Music Spring 2					
<i>Taken from 2021Stutory Framework</i>	Painting cats	Painting daffodils <i>Watch tate kids <a href="https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture">https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture</a> and then make a paper sculpture (BG)</i>	<b>Activity: Painting a picture of their mum/carer</b> Painting their favourite superhero	<i>Painting a picture of their mum/carer Printing daffodils</i>	<i>Painting blossom/catkins Taking a Spring photograph</i>	<b>Activity: Easter pictures.</b> The ch to choose happy and sad colours to paint Easter pictures
	<i>40-60 months: Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. ELG: use what they have learnt about media and materials in original ways, thinking about uses and purposes. Safely use a variety of materials, tools and techniques.</i>	<i>40-60 months: Explores what happens when they mix colours.Selects appropriate resources and adapts work where necessary ELG: experiment with colour.</i>	<i>40-60 months: Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. ELG: use what they have learnt about media and materials in original ways, thinking about uses and purposes. Safely use a variety of materials, tools and techniques.</i>	<i>40-60 months: Explores what happens when they mix colours. Selects appropriate resources and adapts work where necessary ELG: experiment with colour.</i>	<i>40-60 months: Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. ELG: use what they have learnt about media and materials in original ways, thinking about uses and purposes. Safely use a variety of materials, tools and techniques.</i>	
<b>RE</b>	<u><b>This is the world that God made-SEE RE mtp</b></u>	<u><b>This is the world that God made-SEE RE mtp</b></u>	<u><b>This is the world that God made-SEE RE mtp</b></u>	<u><b>Easter: New Life All Around</b></u>	<u><b>Easter: New Life All Around</b></u>	<u><b>Easter: New Life All Around</b></u>

				<u>See RE mtp</u>	<u>See RE mtp</u>	<u>See RE mtp</u>
<b>Links to Development Matters</b>	<p><i>Children have a developing respect for their own cultures and beliefs, and those of other people. Children show sensitivity to others' needs and feelings.</i></p> <p><i>Children answer 'how' and 'why' questions about their experiences in response to stories. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</i></p> <p><i>Children begin to know about their own cultures and beliefs and those of other people.</i></p> <p><i>Children respond in a variety of ways to what they see, hear, smell, touch and taste</i></p>					