



EYFS AREA OF LEARNING: COMMUNICATION AND LANGUAGE

SPRING 2B

ENQUIRY QUESTION: F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

Development matters links to CL

3 and 4 years- • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Reception child: Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG’s

Listening, attention and understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS CLASS	KNOWLEDGE (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I can sing a large repertoire of songs.</p> <p>I know many rhymes and can talk about familiar books and be able to tell a long story.</p> <p>I am getting better at developing my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus.'</p> <p>I can use longer sentences of four to six words.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p><u>Brainstorm enquiry question: 'What happens in Spring?'</u> To find out prior knowledge</p> <p><u>Pancake Day</u> Learn about the meaning of Pancake Day by listening to information in non-fiction books and videos on IWB. Watch and listen to a demonstration on how to make a pancake. Participate in a pancake tasting session and choose a favourite filling. Discuss own experiences of Pancake Day at home.</p> <p><u>Fair Trade Café</u> (Global Learning) Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall- eating and drinking Fair Trade products. <u>Focus on good manners</u> Circle time- Discuss the importance of remembering to say 'please' and 'thank you.' 'Please Mr Panda' by Steve Anthony Other Stories: Nick Butterworth Spring books</p> <p><u>Singing</u> -Minibeast songs -Nursery rhymes and traditional songs</p>	<p>Listen, taste, story, speaking, remember, talking partners, pancake, manners, please, thank you, Spring, Easter, new life</p>	<p><u>Playing and Exploring</u> -showing curiosity about objects, events and people -Using senses to explore the world around them -Showing particular interests -Initiating activities. -Showing a 'can do' attitude <u>Active Learning</u> -maintaining focus on their activity for a period of time -showing high levels of energy, fascination -Not easily distracted -Pays attention to details <u>Creating and critical thinking</u> -Thinking of ideas</p>	<p><u>Skills:</u> Active listening -Use more complex sentences to link thoughts -Begin to understand how and why questions -Use my prior knowledge and make links</p> <p><u>Other skills:</u> -Observational skills -Pencil control</p> <p><u>Application:</u> In context of 'What happens in Spring?' learning and child initiated</p>

		<p><u>World Book Day</u> (Global Learning) Discuss fiction and non- fiction books. Which type of book is our favourite? Take part in ‘Show and Tell’ – talk about a favourite book. Take part in whole school World Book Day event/ activities.</p> <p>-Learn about the season of Spring. <u>Spring trees and flowers-</u> Discussing/answering questions about how/why the trees have changed (blossom) Follow instructions to make Spring blossom tree art work.</p> <p>Use Victor’s Wonderful Words board and big book to define the meaning of new words. Use IWB video clips, non-fiction and Alexa as a basis for discussion/asking and answering how and why questions.</p> <p>-<u>Life cycle of a butterfly</u> Learn about the life cycle of a butterfly using books e.g. ‘The Very Hungry Caterpillar’ and IWB. Use kit to observe the lifecycle of a butterfly in the classroom-pronunciations and multisyllabic vocabulary use.</p> <p>-<u>Talking partners</u>-talking about Spring themed fiction books and explain favourite part. Use non-fiction books and technology (IWB/ Google/ Alexa) to find out more about the season of Spring. Use talk in circle time to recall information and talk about own experiences of Spring.</p> <p>-<u>Mother’s Day</u> Circle time- Discuss our mummies and why we love them. <u>EASTER</u> Listen to ‘The Easter Story’ Bible story and learn about the meaning behind Easter. Discuss Easter eggs, the Easter Bunny and how we celebrate Easter with our family.</p>		<p>-Making links and noticing patterns in their experience</p>	<p>learning</p>
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		<p><u>CULTURAL CAPITAL-</u> Linked Spring topic books with 1:1 reading and vocabulary time- recorded on child's grid and curiosity items to describe</p> <p><u>CHALLENGE-</u> To follow 2/3 consecutive instructions <u>SEN/LAP/DISAD—</u> To follow instructions one at a time with 1:1 support</p>			
F2	<p>I can use new vocabulary through the day.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can describe events in some detail.</p> <p>I can use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p> <p>I can engage in story times.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p>	<p>-Brainstorm enquiry question: 'What do living things need to grow?'</p> <p>Class brainstorm-to find out prior knowledge and display on working wall.</p> <p>-Ourselves-What do humans need to grow?</p> <ul style="list-style-type: none"> Pass the bear around the circle and pupils contribute their ideas-discussing-healthy foods, sleep, water, love. Talking partners in response to information texts and own experiences. <p><u>Social phrases</u></p> <ul style="list-style-type: none"> Initiating Good Morning and Good Afternoon greetings independently in daily life as modelled by the staff. <p>-Talk about Spring Season changes noticed</p> <p>-Predict and test what will happen in cress growth experiment. Considering the effects of light on plant growth in the provision:</p> <ul style="list-style-type: none"> Watered cress covered in the dark Watered cress uncovered in the light <p>Use of Victor Vocabulary board and Glossary for word meanings.</p> <p>-Jack and the Beanstalk story</p> <ul style="list-style-type: none"> Talk about setting, characters and events. Teacher in role as Jack's mother looking for Jack 	<p>Vocabulary, concentrating, detail, explain, re-tell, repeat, Respond, comments, questions, good morning, good afternoon, instructions</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Shows curiosity about objects -Uses senses to explore the world around them -Taking on a role -Acting out experiences with other people -Showing a can-do attitude -Seeks challenge <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Maintains concentration on their learning for a period of time. -Shows high levels of energy and fascination -Pays attention to details -Showing a belief that more effort or 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Active listening skills -Building upon others' responses -Listen and respond whilst engaged in another activity. <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> - Turn taking in conversation - Questioning to find out more information -Multi-tasking <p><u>Application:</u> In context of 'What do living things need to grow?' adult focus learning and child initiated</p>

	<p>I can retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<ul style="list-style-type: none"> • Pupils respond in role and describe/explain. <p>-<u>Following peer instructions on how to plant a bean.</u></p> <ul style="list-style-type: none"> • Pupil reads out Instructions as another child follows them and plants the bean. <p>-<u>Taking turns to plant vegetable seeds outdoors</u> following verbal instructions.</p> <p>-<u>Garden Centre role-play area</u> With seed packets, tools, boots and pots/plants with till and wheelbarrow. Pictures and labels. Development of role-play with friends.</p> <p>-<u>Describing Minibeasts and changes observed</u></p> <ul style="list-style-type: none"> • Mini beast hunt outdoors-describing • Real caterpillars and talking about metamorphosis • Sorting and grouping minibeasts • Talking about stick insect life cycle changes <p>- <u>Superworm</u> ’</p> <ul style="list-style-type: none"> • Share story and compare setting, characters and storyline with the above 2 books by Julia Donaldson. • Join in with repeated refrains, adding own rhyming substitute words. <p>-<u>The Snail and the Whale</u></p> <ul style="list-style-type: none"> • Finding rhyming words in the book • Substituting adjectives and similes in the story. • Re-telling the story. • Vote between ‘Superworm’ and ‘The Snail and the Whale.’ <p>-<u>Monkey Puzzle</u></p> <ul style="list-style-type: none"> • Write a detailed description of an animal to help the butterfly find it straight away. <p>-<u>Easter Story</u></p> <ul style="list-style-type: none"> • Listening and responding using P4C strategies-offer ideas, 		<p>a different approach will pay off.</p> <p><u>Creating and critical thinking</u></p> <p>-Making links and notices patterns in their experiences</p> <p>-Makes prediction</p> <p>-Tests ideas</p> <p>-Develops ideas of sequences and cause/effect</p> <p>-Changes strategy as needed</p> <p>-Reviews how well the approach worked</p>	learning.
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		<p>build upon and I agree.</p> <ul style="list-style-type: none"> • Build Victor Vocabulary board-define words in glossary. <p>CULTURAL CAPITAL-Extra time to observe caterpillars and stick insects-handling and describing-listening and responding whilst handling.</p> <p>CHALLENGE-Can you peer tutor a small group-showing them how to plant vegetable seeds outdoors?</p> <p>SEN/DISADVANTAGED-1:1 adult and child following cultural capital book/theme/vocabulary chart-on non-fiction Growth-Humans, plants and mini-beasts-talking about information.</p>			
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Sticky Knowledge Observation Communication and language activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe children listening to the Easter Bible story to assess their ability to **MAINTAIN ATTENTION,CONCENTRATE AND SIT QUIETLY DURING APPROPRIATE ACTIVITY**

CC: Give extra practise of the above during 'Stay and Play' club-playing games and concentrating.

F2- Observe children whilst engaged in handling stick insects and planting seeds assessing their ability to **GIVE ATTENTION TO WHAT OTHERS' SAY AND RESPOND APPROPRIATELY WHILST BEING ENGAGED IN ANOTHER ACTIVITY.**

CC: Give extra practise of the above during 'Stay and Play' club-playing games and responding to peers to develop co-operation.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco



EYFS AREA OF LEARNING: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

SPRING 2B

ENQUIRY QUESTION: F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

(Also please see 1 Decision long term overview and planning-specific 1 Decision teaching and learning themes and lessons)

Development Matters links to PSED

3 and 4 years-Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • **Play with one or more other children, extending and elaborating play ideas.** • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • **Increasingly follow rules, understanding why they are important.** • **Remember rules without needing an adult to remind them.** • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • **Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.** • **Understand gradually how others might be feeling.** • **Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.** • Make healthy choices about food, drink, activity and toothbrushing.

Reception child: See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • **Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating** - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

ELG's

Self-regulation

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.

Managing self

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.**

Building relationships

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.

	KNOWLEDGE (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I can talk about my feelings using words like 'angry' or 'worried,' 'scared.'</p> <p>I understand gradually how others might be feeling.</p> <p>I can increasingly follow rules, understanding why they are important.</p> <p>I can remember rules without needing an adult to remind them.</p> <p>I am increasingly independent in meeting my own care needs, e.g using the toilet, washing and drying my hands thoroughly.</p> <p>I can play with one or more other children, extending and elaborating play ideas.</p>	<p><u>Role Play Areas</u> Building Site and Home Corner -Take turns/ share resources/ play with other children and form good relationships whilst role playing-understanding and following the rules.</p> <p><u>Pancake day</u> Talk about pancake filling preferences. Talk about own experiences of Pancake Day at home.</p> <p><u>Fair Trade Café</u> (Global Learning) Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall-eating and drinking Fair Trade products.</p> <p><u>Focus on good manners</u> Circle time- Discuss the importance of remembering to say 'please' and 'thank you.' 'Please Mr Panda' by Steve Anthony</p> <p><u>Focus on feelings</u> Use a non-fiction book to introduce different feelings P4C discussion about different feeling. Use emotion pictures and 'How are you Feeling?' displays to encourage talk about feelings-considering perspectives of others.</p> <p><u>Focus on self-smart skills</u> using the toilet, washing and drying their hands thoroughly.</p>	<p>Angry, worried, scared, rules, toilet, washing hands, friends, friendly, special, love, please, thank you</p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p>	<p><u>Skills:</u> -Social interaction with peers -Use my prior knowledge and make links</p> <p><u>-Other skills:</u> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of 'What happens in Spring?'</p>

		<p><u>World Book Day</u> (Global Learning) Discuss fiction and non- fiction books. Which type of book is our favourite? Take part in ‘Show and Tell’ – talk about a favourite book. Take part in whole school World Book Day event/ activities.</p> <p>-Learn about the season of Spring. <u>Spring trees and flowers-</u> Discuss/answer questions about how the trees have changed. Go on a Spring walk together around our school to spot the signs of Spring (cherry blossom/ daffodils) -Circle time- talk about the seasonal changes. Which season is your favourite? Why?</p> <p><u>Talking partners</u>-talking about Spring themed fiction books and explain favourite part. Use non-fiction books and technology (IWB/ Google/ Alexa) to find out more about the season of Spring. Use talk in circle time to recall information and talk about own experiences of Spring.</p> <p><u>Mother’s Day</u> Circle time- Why is your mummy so special? Discuss our mummies and why we love them. Finish the sentence starter ‘I love my mummy because...’</p> <p><u>EASTER</u> Circle time- Discuss Easter eggs, the Easter Bunny and how we celebrate Easter with our family.</p> <p>-In child initiated play and provision- adults facilitate friendly behaviour by explicit modelling and using strategies such as using explicit praise when desired behaviours shown.</p> <p><u>CULTURAL CAPITAL-</u> Music Interaction weekly sessions in small group, taking turns and sharing instruments</p>			learning and child initiated learning
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		<p><u>CHALLENGE</u>- Answer question: Why are you feeling ...?</p> <p><u>SEN/LAP/DISAD</u>—</p> <ul style="list-style-type: none"> Use of emotions pictures and ‘How are you feeling?’ displays to support children’s attempts at expressing feelings <p>Music Interaction and Monday lunch ‘Stay and Play’ wellbeing club- to work on modelling friendly behaviour / sharing and taking turns skills.</p>			
F2	<p>I know and can talk about the different factors that support my overall health and wellbeing: healthy eating and regular physical activity.</p> <p>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and</p>	<p><u>-Ourselves-What do humans need to grow?</u></p> <ul style="list-style-type: none"> Show confidence to try new foods and drinks Fruit kebab making and tasting, taking turns and controlling impulses. Trying different healthy drinks: Coconut water, tropical juice, tomato juice. Voting on favourite/fruits/juices including flavouring water with cucumber, mint, fruits <p><u>-Managing personal needs/hygiene</u> Dressing for P.E and outdoor coats and mud kitchen outfits. Toileting and hand washing daily. Talk about healthy eating and it’s effects on overall wellbeing.</p> <p><u>-Power point on keeping healthy</u></p> <ul style="list-style-type: none"> Talking partners relate to own experiences in terms of physical exercise, healthy diet. Fruit and vegetable tasting, talking about likes and dislikes. <p><u>-Read ‘Oliver’s Vegetables’/Fruit Salad</u> and discuss own preferences in relation to fruits and vegetables.</p> <p><u>-Observing and handling Mini-Beasts</u></p> <ul style="list-style-type: none"> Mini beast hunt naming and talking about different minibeasts found-handling and observing-likes and dislikes 	<p>Exercise, wait, self-control, patient, voting, fruits, vegetables, healthy food choices, independence</p>	<p><u>Playing and Exploring</u> -Shows curiosity about objects -Uses senses to explore the world around them -Engages in open ended activity -Showing a can-do attitude -Seeks challenge -Shows particular interests -Takes a risk, engaging in new activities and learning by trial and error <u>Active Learning</u> -Maintains concentration on their learning for a period of time. -Shows high levels of energy and</p>	<p><u>Skills:</u> -Explorative skills -Active listening skills -Building upon others’ responses -Expressing preferences and justifying them <u>--Other skills:</u> - Turn taking in conversation - Questioning to find out more information - <u>Application:</u> In context of ‘What do living things need to</p>

	<p>understanding the importance of healthy food choices.</p>	<p>with reasons.</p> <ul style="list-style-type: none"> Handling our class stick insects and describing the experience/feelings. <p>-Sensory messy play</p> <p>Exploring different materials on the tuff spot:</p> <ul style="list-style-type: none"> Shaving foam Gloop Plasticine Compost and natural materials Baking ingredients <p>-Baking</p> <p>Following recipes to bake:</p> <ul style="list-style-type: none"> Chocolate Easter nests Buns with icing Comparing the experiences and saying which experience and taste is preferred and why. <p><u>Fair Trade Café</u> (Global Learning)</p> <p>Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall- eating and drinking Fair Trade products-talking and likes and dislikes.</p> <p><u>CULTURAL CAPITAL</u>- Small group baking and support to follow recipes and express thoughts and feelings.</p> <p><u>CHALLENGE</u>- Can you present your ideas to the class? Explain preference of activities with reasons.</p> <p><u>SEN/DISADVANTAGED</u>-1:1 adult and child following cultural capital book/theme/vocabulary chart-on non-fiction Growth-Fruits, vegetables, plants and mini-beasts-talking about information.</p>		<p>fascination</p> <ul style="list-style-type: none"> -Pays attention to details -Showing a belief that more effort or a different approach will pay off -Bouncing back after difficulties. <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Making links and notices patterns in their experiences -Finding new ways to do things -Developing ideas of grouping, cause and effect. -Planning and making decisions about how to approach a task, solve a problem and reach a goal -Reviews how well the approach worked 	<p>grow?' adult focus learning and child initiated learning.</p>
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Sticky Knowledge Observation P.S.E.D. activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe children at circle time in order to assess if they are **CONFIDENT TO SPEAK TO OTHERS ABOUT OWN NEEDS, WANTS, INTERESTS AND OPINIONS**

CC: Interventions based upon needs and next steps, including 'Stay and Play' and 'Music Interaction' plus 1:2 small group explicit PSED teaching

F2- Observe and assess child's ability to demonstrate CONFIDENCE TO TRY NEW ACTIVITIES AND SAY WHY I LIKE SOME ACTIVITIES MORE THAN OTHERS.

CC: Identify any need for support and arrange small group/1:1 intervention plus activities during lunch time 'Stay and Play' wellbeing group.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco



EYFS AREA OF LEARNING: PHYSICAL DEVELOPMENT

SPRING 2B

ENQUIRY QUESTION: F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

Development Matters links to PD

3 and 4 years-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Reception child-Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.

ELG's Gross motor skills

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.

Fine motor skills

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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

	KNOWLEDGE (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I can match my developing physical skills to tasks and activities in the setting. For example, decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can use one-handed tools and equipment, for example, making</p>	<p>-Funky Fingers activities E.g. threading cards/ beads, big pegs and boards, baking, exploring messy play (shaving foam, gloop, compost, and baking ingredients) and colouring in neatly</p> <p><u>Daily RWInc session</u></p> <ul style="list-style-type: none"> Practising perfect (tripod) pencil grip Recap correct starting and finishing position when forming different groups of letters. <p><u>Weekly playdough making session</u> Following a recipe and manipulating tools/ equipment and ingredients to make new playdough</p> <p><u>-Weekly Baking session</u> Following recipes and manipulating tools/ equipment and ingredients to bake: -Pancakes -Butterfly buns -Biscuits -Easter chocolate nests</p> <p><u>Outdoor obstacle course</u> Children create the course with F2 peers and decide how they are going to travel along the equipment.</p> <p><u>-Building Site role-play area</u></p> <ul style="list-style-type: none"> Use of writing frames to write in role, applying handwriting skills. 	<p>Carry, transport, crawl, walk, run, steps, stairs, skip, hop, statue, control, equipment, ingredients</p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them -seeking challenge -Showing a can do attitude</p> <p><u>Active Learning</u> -Maintaining focus on their activity for a period of time -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns -Finding new ways to do things</p>	<p><u>Skills:</u> -Use my prior knowledge and make links</p> <p><u>-Other skills:</u> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of 'What Happens in Spring?' learning and child initiated learning</p>

	<p>snips in paper with scissors.</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I can show a preference for a dominant hand.</p>	<p>-A range of writing/drawing activities linked to 'Spring' learning.</p> <p>-Forming letters correctly whilst writing for a purpose in Mother's Day cards/ Easter cards and a 'thank you' letter for the Easter Bunny.</p> <p><u>CULTURAL CAPITAL-</u> 1:1 support with letter formation in name using different resources (e.g. forming letters in coloured sand/ shaving foam etc.)</p> <p><u>CHALLENGE-</u> Can you begin to form the letters correctly in simple CVC words?</p> <p><u>SEN/DISADVANTAGED-</u> Small group multi-sensory mark making practise-using large and small scale movements.</p>			
F2	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>I can develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>I can further develop the skills I need to manage the school day successfully: lining up and queuing – mealtimes.</p>	<p><u>-Daily RWInc writing and handwriting session</u></p> <ul style="list-style-type: none"> • Getting into the perfect handwriting position. • Practising perfect pencil grip • Recap correct starting and finishing position when forming different groups of letters. <p><u>-Funky Fingers activities</u> E.g. Screwing nuts and bolts, baking, exploring messy play (shaving foam, gloop, plasticine, compost, natural materials and baking ingredients), colouring in neatly, play dough disco.</p> <p><u>Daily routine skills practise</u> Lining up, queuing</p> <p><u>-Creating healthy fruit kebabs</u></p> <ul style="list-style-type: none"> • Cutting fruit into pieces and putting onto skewers before tasting. 	<p>Tripod grip, lining up, queuing, mealtimes, movement, control, apparatus, rolling, crawling, climbing</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Initiating activities -seeking challenge -Showing a 'can do' attitude -Pays attention to details <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Maintaining focus on their activity for a period of time -Pays attention to details -showing satisfaction in meeting their own goals 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Fine motor skills -Gross motor skills -Active listening to follow instructions -Using my prior knowledge and making links -Pencil grip and correct letter formation skills <p><u>Other skills:</u></p> <ul style="list-style-type: none"> -Co-ordination skills

	<p>I can start to change movements and adapt a known dance.</p> <p>I am beginning to share my ideas about how to adapt a dance.</p> <p>I can share my opinions and give my own ideas about how to adapt and alter a simple dance.</p> <p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can combine different movements with ease and fluency.</p> <p>I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines.</p>	<p><u>-Trying different healthy drinks:</u> Coconut water, tropical juice, tomato juice. Voting on favourite/fruits/juices including flavouring</p> <ul style="list-style-type: none"> • water with cucumber, mint, fruits <p><u>-Baking</u> Following recipes and manipulating tools and ingredients to bake:</p> <ul style="list-style-type: none"> • Chocolate Easter nests • Buns with icing • Comparing the experiences and saying which experience and taste is preferred and why. <p><u>Outdoor obstacle course</u> Children create the course with F2 peers and decide how they are going to travel along the equipment.</p> <p><u>Weekly P.E sessions- Dance- Dance Till You Drop</u></p> <ul style="list-style-type: none"> • Getting undressed and dressed-practising un/fastening buttons. <p><u>-Drawing and labelling cress seed growth experiment diagrams</u></p> <ul style="list-style-type: none"> • Reminding of perfect handwriting position , writing about the results, taking care with correct letter formation and presentation skills. <p><u>-Writing linked to the 'Jack and the Beanstalk' story</u> Pencil grip and letter formation practise</p> <p><u>-Writing a set of instructions on how to plant a bean.</u> Pencil grip and letter formation practise</p> <p><u>-Garden Centre role-play area</u></p> <ul style="list-style-type: none"> • Use of writing frames to write in role, applying handwriting session skills. <p><u>-A range of writing activities linked to mini-beast learning.</u></p>		<p>-Persists when challenges occur</p> <p>-Bouncing back after difficulties</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links and noticing patterns in their experience</p> <p>-Checking how well their activities are going</p> <p>-Changing strategy when needed</p> <p>-Reviewing how well the approach worked</p>	<p>-Pencil control</p> <p><u>Application:</u> In the context of 'What do living things need to grow?' adult focus learning and child-initiated learning.</p>
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	<p>I am beginning to show accuracy and care when drawing.</p>	<p>-A range of writing activities linked to 'Superworm,' 'The Snail and the Whale' and 'Monkey Puzzle.'</p> <p>Pencil grip and letter formation practise</p> <p>CULTURAL CAPITAL-</p> <p>1:1 support with letter formation in fun ways.</p> <p>CHALLENGE- Can you sit your letters on the lines, making sure that the lower and upper case letters are different in size within the lines?</p> <p>SEN/DISADVANTAGED- Small group multi-sensory letter formation practise with correct starting and finishing positions- using large and small scale movements.</p> <p>-</p>			
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Sticky Knowledge Observation Physical Development activities for observation and assessment in terms of skills, knowledge and application.

F1- Whilst pupils are forming letters/writing, assess the extent to which they **CAN SHOW PREFERENCE FOR A DOMINANT HAND AND USE ANTI-CLOCKWISE MOVEMENTS AND RETRACE VERTICAL LINES.**

CC: Use the above knowledge to create 1:1 and small group intervention focusing on fine motor/pencil grip and letter formation needs.

F2- Whilst pupils are forming letters/writing, assess the extent to which they can **USE THEIR PENCIL EFFECTIVELY TO FORM RECOGNISABLE LETTERS, MOST OF WHICH ARE CORRECTLY FORMED.**

CC: Use the above knowledge to create 1:1 and small group intervention focusing on fine motor/pencil grip and letter formation needs.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco



EYFS AREA OF LEARNING: LITERACY

SPRING 2B

ENQUIRY QUESTION: F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

Development Matters link to Literacy

3 and 4 year olds- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

Reception child- Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

ELG's

Comprehension

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

Word Reading

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.

Writing

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.

	KNOWLEDGE (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>-I know the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> <p>-I can engage in extended conversations about stories, learning new vocabulary.</p> <p>-I can use some of their print and letter knowledge in their early writing. For example: writing a pretend</p>	<p>Daily Read, Write, Inc. sessions continue for N2 children. The sessions continue to focus on a letter each day from Set 1 Speed Sounds, so children can link some sounds to letters. N1 children will continue to access a phonics session led by TA based on Phonics Phase One activities</p> <p><u>'BOOK OF THE WEEK' DISPLAY</u> linked to focus author: Allan Ahlberg.</p> <p><u>Termly Author Focus books by Allan Ahlberg</u></p> <p>'Mrs Wobble the Waitress' 'Mr Creep the Crook' 'Mr Biff the Boxer' 'Miss Jump the Jockey' 'Miss Dirt the Dustman's Daughter' 'Master Track's Train'</p> <p>Focus on the title, listening for the alliteration. Can children identify the repeated letter sound? Book talk, talking partners, and P4C discussions for each story.</p>	<p>Illustrator, left, right, top, bottom, words, first sound, middle sound, last sound, act out, guess, perform</p>	<p><u>Playing and Exploring</u></p> <p>-Using senses to explore the world around them- -Showing a can do attitude -seeking challenge</p> <p><u>Active Learning</u></p> <p>-maintaining focus on their activity for a period of time -Paying attention to details -not easily distracted -Enjoying meeting challenges</p> <p><u>Creating and</u></p>	<p><u>Skills:</u></p> <p>-Use my prior knowledge and make links</p> <p><u>-Other skills:</u></p> <p>- Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application: In</u></p>

	<p>shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>-I know how to write some or all of their name.</p> <p>-I can write some letters accurately.</p>	<p><u>Book Talk</u> Focus on the front cover and read the title, author's name and illustrator's name. When discussing the books, refer to Victor Vocabulary and Rex Retriever. Point to the words as they are being read to show that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>'Please Mr Panda' by Steve Anthony Read the story aloud-children join in with repeated refrains.</p> <p><u>Focus on feelings</u> Use a non-fiction book to introduce different feelings P4C discussion about different feelings. Use emotion pictures and 'How are you Feeling?' displays to encourage talk about feelings. Focus on each emotion and the letter sound at the beginning of the word. <u>Emotions Work</u> –begin to write a label using the initial sound in the word</p> <p><u>World Book Day</u> (Global Learning) Discuss fiction and non- fiction books. Which type of book is our favourite?</p> <p>Take part in 'Show and Tell' – talk about a favourite book.</p> <p><u>Spring story</u> 'When Will it be Spring?' by Catherine Walters Read aloud, predict events and talk about setting, characters and storyline.</p> <p><u>Mothers' Day</u> BIG book 'Owl Babies' by Martin Waddell -Read, predict events and talk about setting, characters and</p>		<p><u>critical thinking</u> -Thinking of ideas -Making links and noticing patterns -making predictions</p>	<p>context of 'What happens in Spring?' learning and child initiated learning</p>
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		<p>storyline</p> <p>-Point to the words as they are being read to show that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>-Join in with repeated refrains</p> <p>Children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank of learned/off by heart poems to recite and present.</p> <p><u>The Easter Story</u></p> <p>-Listening and responding using P4C strategies-offer ideas.</p> <p>-Build Victor Wonderful Words board-identify initial sound in a key word</p> <p>‘We’re going on an Egg Hunt’</p> <p>Join in with repeated refrains</p> <p><u>Poetry Texts-</u></p> <p>‘The Usbourne Big Book of Nursery Rhymes’ by Felicity Brooks & Sophia Touliatou</p> <p><u>Poetry basket-</u></p> <p>‘The Poetry Basket’ laminated Class book</p> <p><u>Non-fiction topic books</u></p> <p>Linked to Spring and topics shown interest in by children during child initiated and fiction study.</p> <p><u>Helicopter Stories-</u></p> <p>Children’s stories scribed and acted out with class on the day created, contributing to child’s Helicopter Story book along with any other child initiated linked writing.</p> <p><u>CC</u></p> <ul style="list-style-type: none"> • Play ‘I SPY’ with a small group <p><u>CHALLENGE-</u> Use phonics skills to label drawings using initial sounds</p> <p><u>SEN/LAP/DISAD-</u> Visual supports and peer buddying/talking partners/1:1 support overlearning-</p>			
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F2	<p>I can re-read these books to build up my confidence in word reading, fluency and my understanding and enjoyment.</p> <p>I know how to read a few common exception words matched to the school's phonic programme.</p> <p>I know how to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>I can form lower-case and capital letters correctly.</p> <p>I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>I can re-read what I have written to check that it makes sense.</p>	<p>Texts: <u>Termly Author Focus books by Julia Donaldson:</u> The Snail and the Whale, Superworm, Monkey Puzzle.</p> <p><u>'BOOKS OF THE WEEK' DISPLAY</u> linked to focus author: Julia Donaldson.</p> <p>Other Text: Jack and the Beanstalk</p> <p><u>-Book Talk</u> Reading the title, author/ess' name and illustrator's name. listen to the blurb for all books read. When discussing the books, referring to Victor Vocabulary, Rex Retriever, Iggy Inference to aid reading skills/comprehension.</p> <p><u>-'Superworm'</u></p> <ul style="list-style-type: none"> • Share story and compare setting, characters and storyline with the Julia Donaldson books focused upon last term. • Join in with repeated refrains, adding own rhyming substitute words. • Spot the capital letters, full stops, question and exclamation marks. • Pointing out special friends and <u>tricky words</u>. <p>Look, cover, write and check strategies</p> <ul style="list-style-type: none"> • practised to learn to spell tricky words. <p><u>-'The Snail and the Whale'</u></p> <ul style="list-style-type: none"> • Read, predict events and talk about setting, characters and storyline. • Finding known tricky words and rhyming words in the book • Substituting adjectives and similes in the story. • Re-tell the story. • Vote between 'Superworm' and 'The Snail and the Whale' giving reasons. • Create a poster of adjectives. 	<p>Illustrator, compare, repeated refrains, substitute, exclamation mark, adjective, express, rehearse, special friends, digraphs</p>	<p><u>Playing and Exploring</u> -Showing a can-do attitude -Seeking challenge -Shows particular interests</p> <p><u>Active Learning</u> -Maintaining focus on their activity for a period of time -Paying attention to details -Not easily distracted -Enjoying meeting challenges -Shows high levels of energy and fascination -Bounces back after difficulties</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns -Making predictions -Developing ideas of sequences -Planning and making decisions about how to complete a task -Checking how well</p>	<p><u>Skills:</u> -Use my prior knowledge and make links. -Oral rehearsal of sentences -Linking phonemes to graphemes. -Sight vocabulary skills.</p> <p><u>-Other skills:</u> -Turn taking in conversation and building upon what is heard. -Questioning to find out more information. -Using own experiences in play.</p> <p><u>Application:</u> In context of 'What do living things need to grow?' adult focus and child initiated learning.</p>
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	<p>I know how to write recognisable letters, most of which are correctly formed.</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>I can read words consistent with my phonic knowledge by sound-blending.</p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p>	<ul style="list-style-type: none"> • Write own stories about a minibeast and another animal. <p><u>-‘Monkey Puzzle’</u></p> <ul style="list-style-type: none"> • Talking partners expressing ideas and opinions. • Choose an animal and write a detailed description of it- using a range of adjectives. • Build Victor Vocabulary board-define words in glossary. <p>Poetry Texts-</p> <p>Poems to Read and Perform-Chosen by Julia Donaldson.</p> <p>‘The Poetry Basket’ smart board action poems to learn and recite. Role-play and drawing/written responses about our favourite parts.</p> <p><u>Poetry basket-</u></p> <p>‘The Poetry Basket’ laminated Class book-children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank of learnt/off by heart poems to recite and present.</p> <p><u>Weekly home and school reading books</u> linked to sounds that the children have been taught and tricky word/sight vocabulary packs.</p> <p><u>Guided Reading groups</u></p> <ul style="list-style-type: none"> • Rehearse tricky word reading • Group reading and discussions about characters, setting, plot, story structure, using Victor Vocabulary and our board, Rex Retriever and Inference Iggy to work on reading /comprehension skills. <p><u>Non-fiction topic books</u></p> <p>Linked to human growth and health, plants and mini beasts and life cycles plus topics shown interest in by children during child initiated and fiction study.</p> <p><u>Reading and writing linked to Understanding the World activities:</u></p> <ul style="list-style-type: none"> • <u>Drawing and writing brainstorm-what do we need to grow?</u> • <u>Drawing and labelling cress growth pots as part of the</u> 		<p>their activities are going</p> <p>-Changing strategy as needed</p> <p>-Reviewing how well the approach worked</p> <p>-Talk about the feelings of the characters</p>	
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experiment Sentence writing about predictions and conclusions. Use of Victor Vocabulary board and Glossary for word meanings.

-Planting own bean then writing instructions on how to plant a bean

- Pupil reads out own written instructions as another child follows them and plants their own bean.

-Indoor Garden Centre role-play area

- Reading the garden centre materials and using the writing frames during in-role group interactions.

-Describing Minibeasts and changes observed

- Creating a class non-fiction book-pupils using e books and non-fiction books to inform their choice of mini-beast for their particular page of the book-draw, label and write information sentences.

Helicopter Stories-

Children's stories scribed and acted out with class on the day created, contributing to child's Helicopter Story book along with any other child initiated linked writing.

CC-

- Use of picture/letter and special friends mats whilst writing.
- Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart)

CHALLENGE- Can you take a breath in your reading when you see a full stop at the end of a sentence? Can you put a full stop at the end of each sentence as you write?

SEN/LAP/DISAD- Visual supports and letter/word picture mats and peer buddying/talking partners/1:1 support overlearning and

		RWInc catch up.			
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Sticky Knowledge Observation Literacy activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe groups of children playing 'Kim's Game' to assess if a child **CAN HEAR AND SAY INITIAL SOUNDS IN WORDS**

CC: Give extra practise of the above during 'Stay and Play' club.

F2- Writing assessment and observations in provision to assess child's ability to **WRITE SIMPLE SENTENCES IN MEANINGFUL CONTEXTS/READ SOME TRICKY WORDS.**

CC- Small group intervention with adult providing stimuli to write- practising rehearsing of sentences with each pupil and sentence writing modelling.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco



EYFS AREA OF LEARNING : MATHEMATICS (NUMBER AND NUMERICAL PATTERNS)

SPRING 2B

ENQUIRY QUESTION: F1- WHAT HAPPENS IN SPRING? F2- WHAT DO LIVING THINGS NEED TO GROW?

Development Matters mathematics links-addressed through F1 and F2 objective and outdoor planning

Development matters links – Mathematics

3-4 years Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

4-5 years: •count objects, actions and sounds. •subitise •link the number symbol with its cardinal number value •count beyond 10 •compare numbers •understand that one more than/one less than consecutive numbers •explore the composition of numbers to 10 •automatically recall numbers bonds 0-5 and some to 10 •select rotate and manipulate shapes to develop spatial reasoning skills •compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can •continue copy and create repeating patterns •compare length weight and capacity

ELG: Number •have a deep understanding of number to 10 including the composition of each number

•Subitise up to 5

•automatically recall (without references to rhymes counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts.

Numerical patterns:

• Verbally count beyond (15) 20 recognise 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 quantities

•Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.

KNOWLEDGE (what do you want children to be able to know and do?)	ACTIVITIES LINKED TO MATHEMATICS (Learning sequences)	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION

F1	<p><u>Number and Numerical Patterns (NCETM and Development Matters)</u></p> <p><u>Cardinality and counting</u></p> <p>I can count out or give a number of things to 5, from a larger group and focus on the stopping number to give the cardinal number (Counting: knowing the last number counted gives the total so far).</p> <p>I can develop fast recognition of up to 5 objects, without having to count them individually 'subitising' for an irregular arrangement e.g a handful.</p> <p>I can count things that cannot be touched. (Counting: tagging each object with one number word).</p> <p>I can match a number symbol with a number of things to 5 (Subitising: recognising small quantities without needing to count them all)</p> <p><u>Comparing</u></p>	<p><u>-Irregular Subitising activities</u></p> <p>Children subitising handfuls of objects and adults modelling subitising of irregular objects/people e.g You 5 children line up please (using arms).</p> <p><u>-Counting activities to 5 relating to sounds and actions</u></p> <p>E.g Teacher jumping and children counting out aloud the number of jumps.</p> <p>Children count the teachers' number of jumps in their head.</p> <p><u>-Counting activities</u></p> <p>Throw a die (0-6) and get the corresponding number of objects from a larger set.</p> <p><u>-Numerosity sizes game</u></p> <p>Children talk about and count the number of objects in sets, despite there being different objects and sizes in the set.</p> <p><u>-Labelled and Mislabelled sets of object puzzle</u></p> <p>Bead threading with some string sets correctly labelled and some mislabelled with children explaining how to solve the problem using more and less/fewer language. Use of number line as a visual aid and to support childrens' connections.</p> <p><u>-Fishing and Hook a Duck game matching ducks/fish to numeral and numeral to duck/fish to 5</u></p> <p>In the water tray</p> <p>Number puzzles/jigsaws matching numeral and picture of objects</p> <p><u>-Sharing problem solving to 5</u></p> <p>In provision-sharing different numbers of objects to 5 between 2 and 3 children within their play e.g in home corner, playdough table.</p> <p><u>-Pairs activities</u></p> <p>What is a pair?</p> <p>Going with a partner to go to ...</p> <p>Playing a pairs game</p> <p>Matching and non-matching pairs e.g gloves and socks</p>	<p>Die, matching, set/s, more., less, fewer, sharing, pair/s, number names</p>	<p><u>Playing and Exploring</u></p> <p>-Seeking challenge</p> <p>-Showing a 'can do' attitude</p> <p><u>Active Learning</u></p> <p>-Maintaining focus on their activity for a period of time</p> <p>-Pays attention to details</p> <p>-Showing satisfaction in meeting their own goals</p> <p>-Persists when challenges occur</p> <p>-Bouncing back after difficulties</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links and noticing patterns in their experience</p> <p>-Checking how well their activities are going</p> <p>-Changing strategy when needed</p> <p>-Reviewing how well the approach worked</p>	<p><u>Skills:</u></p> <p>-Use my prior knowledge and make links.</p> <p>-Being able to spot mistakes.</p> <p><u>-Other skills:</u></p> <p>-Turn taking in conversation and building upon what is heard.</p> <p>-Questioning to find out more information.</p> <p><u>Application:</u></p> <p>Practise and apply knowledge and understanding of concepts.</p>
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	<p>I can focus on the numerosity of a group even when there are different kinds and sizes of items in the set (Knowing the 1 more than/1 less than relationship between counting numbers).</p> <p>I know if a group of objects has been mislabelled and can say what needs to be done e.g add one or take one away (Knowing the 1 more than/1 less than relationship between counting numbers).</p> <p><u>Composition</u> I can solve real world mathematical problems with numbers up to 5.</p> <p>I can partition a whole number by identifying the pairs of numbers that make the total (A number can be partitioned into different pairs of numbers).</p> <p><u>Pattern</u> I can create ABAB patterns – stick, leaf, stick, leaf (Create ABAB patterns).</p>	<p>Counting individual items and counting the pairs</p> <p>Noah's Ark Bible Story Playing with small world Noah's Ark resources</p> <p>-Duck and Goose 1,2,3 book by Tad Hills -Looking at sets of objects with number names -Looking at pairs of eyes and total number of eyes</p> <p>-Composition Number block towers from 1 up to 5 How many pairs make the total tower number of blocks for the towers 1,2,3,4,5? Teacher model the emerging pattern of pairs within a number block. Can you spot and talk about any patterns as you do this? Recall of the number of pairs in numbers 1-5 when ready Number blocks episode 'Holes.'</p> <p>Create ABAB patterns using natural objects and spotting errors and correcting them E.g conker, leaf, conker, leaf...what comes next? Taking I pad photographs of own and each others' patterns. I can spot the error in the AB pattern and explain what it is before correcting and continuing it.</p>			
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	<p>I can notice and correct an error in a repeating pattern (Spotting an error in a repeating pattern).</p>				
F2	<p>Number and Numerical Patterns (NCETM, Development Matters and White Rose)</p> <p>Cardinality and counting I can subitise regular sets to 5 then 8 (Subitising: recognising small quantities without needing to count them all).</p> <p>I can count up to 10 and backwards from 10 starting from different numbers (Counting: saying number words in sequence).</p> <p>I can count beyond 10 and cross the boundary 19/20 (Counting: saying number words in sequence).</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10 (Numeral meanings).</p>	<p>-Subitising regular sets to 5 then 8 Using subitising plates and dots on the dice.</p> <p>-Counting beyond 10 and crossing the 19/20 boundary With and without the 100 square. Talk about the counting number system.</p> <p>-Counting on and back to/from 10 starting from different points and adding challenge by stopping at various points then carrying on.</p> <p>-Linking numerals and amounts and amounts to numerals to 10</p> <p>-Making pairs Exploring matching pairs of objects e.g socks, gloves and notice that there can be an odd one left over with no partner. Simon's Sock book by Sue Hendra Play Webgamesonline.com/memory Play snap Create spiders with pairs of legs</p> <p>-Representing 8, 9 and 10 Use of objects (concrete), pictorially and abstract. Numerals, objects on a tens frame. Represent the numbers using Five wise and pair wise patterns and compare: what is the same/different? I spy little numbers book by Jean Marzello Number blocks episodes: Eight, Nine, Ten Anno's Counting Book by Mitsumasa Anno Nine Naught Kittens book by Linda Jenny Feast for 10 book by Cathryn Falwell Conservation of number arranging 8, 9 and 10 in different ways Ordering numeral cards 0-10</p>	<p>Regular, count on, forwards, count backwards, starting, number names to 20, combine, altogether, groups, pairs of numbers, greater than, less than, same</p>	<p><u>Playing and Exploring</u> -Shows curiosity about objects -Showing a can-do attitude -Shows particular interests</p> <p><u>Active Learning</u> -Seeks challenge -Paying attention to details -Enjoying meeting challenges -Takes a risk, engages in new experiences and learns by trial and error -Shows high levels of energy and fascination -Pays attention to details -Being proud of how they accomplished something not just the end result</p> <p><u>Creating and</u></p>	<p><u>Skills:</u> -Use my prior knowledge and make links -Predicting -Exploring -Problem solving</p> <p><u>-Other skills:</u> -Turn taking in conversation and building upon what is heard. -Questioning to find out more information. -Recalling learning</p> <p><u>Application:</u> Practising and applying knowledge and understanding in the provision</p>

	<p><u>Comparing</u> I can represent 8, 9 and 10 in different ways.</p> <p>I can compare 2 quantities to 10, spotting when a set has been mislabelled and explaining why using a stem sentence (Knowing the 1 more/1 less than relationship between counting numbers).</p> <p>I can order 3 or more quantities to 10.</p> <p><u>Composition</u> I can combine 2 groups to find out how many altogether.</p> <p>I can explore the composition of 8, 9 and 10 by partitioning into different pairs of numbers (Partitioning a number into different pairs of numbers).</p> <p>I can partition 8, 9 and 10 into more than 2 groups (A number can be partitioned into more than 2 numbers).</p> <p>I can automatically recall</p>	<p>-Comparing numbers to 10 and 2 groups to 10, explaining when a group has been mislabelled and explaining why Ten Black Dots book by Donald Crews Offering solutions to make the set correctly labelled Lining up objects to compare Groups of 10 children voting on their favourite book out of a choice of 2-using voting bricks with their name on-talk about the results using, more/greater than, less/fewer than, the same. Name writing letter comparison with a friend.</p> <p>-Ordering 3 or more quantities to 10 From smallest to largest and from largest to smallest Using the vocabulary: greater than, less than or the same as. Lining up objects to compare Create number block towers for 1-10 and comment on the number pattern.</p> <p>-Combining 2 groups to find out how many altogether Subitise where possible and play domino game: child picks domino and tells partner how many spots there are on each side. Partner calculates how many altogether. If the domino has 6 spots, how many could be on each side? I spy game-I spy a group of 3 and a group of 2-what am I looking at? Representing in different ways and using part, part, whole models and bar models to explain. Finger gym- coat hanger-how their number of pegs can be partitioned in different ways and recombined to see how many there are altogether? Numicon game-Travel, pair and share: combine their shape with a friend-what number do you make altogether? Repeat with other children.</p> <p>-Composition: Partitioning 8, 9 and 10 to explore the number pairs Play bunny ears game to make 8, 9 and 10. Represent and record using part, part whole models and bar models. Number Blocks episode: Blast Off! Talk about the possibilities game: J rolled 2 dice and scored 10. A scored less than J and one of his dice showed 5- what other number</p>		<p>critical thinking -Thinking of ideas -Making links and noticing patterns -Finding new ways to do things -Making links and noticing patterns in their experience -Making predictions -Testing their ideas -Developing ideas of grouping, sequences, cause and effect -Planning, making decisions about how to approach a task, solve a problem and reach a goal -Checking how well their ideas are going -Changing strategy as needed -Reviewing how well the approach worked</p>	
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	<p>numbers bonds 0-5 and some to 10.</p> <p>I have a deep understanding of numbers to 10 including the composition of each number.</p> <p><u>Pattern</u></p> <p>I can create a repeating pattern that repeats around a circle, explain if it is continuous and correct if needed</p> <p>(A pattern that repeats around a circle).</p> <p>I can verbally count beyond 15 and recognise the pattern of the counting system.</p> <p>I can compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantities.</p>	<p>could A have rolled? Any other numbers he could have rolled?</p> <p>Number bonds to 10 caterpillar track game</p> <p>Reception children to play-rolling a die and placing that many counters on the caterpillar. The winner is the first person to fill their caterpillar counters to 10, making sure that the last die rolls exact. Throughout-talk about the composition of 10 e.g I have 8 counters and I need 2 to win.</p> <p>Number bonds to 10: reasoning and possibility problem solving</p> <p>10 children on a football team-7 wear yellow tops, can 4 wear red tops? Lots of variations of problems. Children represent in different ways and record.</p> <p>How many ways can you find to park 10 cars in 2 car parks? 10 dinosaurs in 2 Jurassic parks?</p> <p>Numicon bond game-travel, pair and share-child has a numicon piece and has to find a partner to add to their piece to make 10. When able do this with numeral stickers on children's tops.</p> <p>10 seats arranged in pairs with various numbers of children sat on bus-explore the number pairs variations.</p> <p>10 Hunt and Ten Frame activity-10 items hidden outdoors- as children find them they place on the tens frame-talk about how many found and how many more needed at various points.</p> <p>-Partitioning 8, 9 and 10 into more than 2 groups</p> <p>Using bead strings and multilink rods</p> <p>-Automatically recall number bonds to 5 then 10</p> <p>With support from Bunny Ears</p> <p>-Create a repeating pattern that goes in a circle</p> <p>I can talk about if it is continuous and correct it if needed.</p> <p><u>5 Minute Daily Maths meetings</u></p>			
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		Large abacus to model and demonstrate number facts/patterns starting with 0 and 0 is 0, 0 add 1 is 1, 0+2 is 2..... Then 1+0 is 1, 1+1 is 2, 1+2 is 3, 1+3 is 4	Number facts, add, is, equals, number names		
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Sticky Knowledge Observation

Maths activities for observation and assessment of skills, knowledge and application.

F1 and 2-Observing children in the provision to assess their embedded knowledge and understanding as well as application of mathematical understanding, knowledge and skills to new contexts.

Practitioners being invited into childrens' play and using possibility questions to assess and extend childrens' understanding and next steps: I wonder what would happen if..... What would happen if someone else joined? Can you show/represent that in a different way? How could we record that to explain it to a younger friend?

During adult focus activities with children, assessing what the children know already in order to attune with the learning and wellbeing needs of the child during the adult focus activity.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco



EYFS AREA OF LEARNING: UNDERSTANDING THE WORLD

SPRING 2B

ENQUIRY QUESTION: F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

Development Matters links to UtW

3-4 years - Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Reception child - Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them

ELG: Past and Present

- 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.

ELG: People, Culture and Communities

- 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.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

	KNOWLEDGE SKILLS (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I can use all my senses in hands-on exploration of natural materials.</p> <p>I can explore collections of materials with similar and/or different</p>	<p><u>Brainstorm enquiry question: 'What happens in Spring?'</u> To find out prior knowledge</p> <p><u>Pancake Day</u> Watch and listen to a cooking demonstration on how to make a pancake. Participate in a pancake tasting session and choose a favourite filling. Talk about preferences. Discuss own experiences of Pancake Day at home.</p> <p><u>Fair Trade Café</u> (Global Learning)</p>	<p>Spring, new life, Easter, same, similar, different, plant, seeds, grow, care, living things, collections, materials</p>	<p><u>Playing and Exploring</u> -showing curiosity about objects, events and people -Using senses to explore the world around them - -Showing a can do attitude</p> <p><u>Active Learning</u></p>	<p><u>Skills:</u> -Use my prior knowledge and make links</p> <p><u>-Other skills:</u> - Turn taking in conversation and building upon what is</p>

	<p>properties.</p> <p>I can talk about what I see, using a wide vocabulary.</p> <p>I know how to plant seeds and care for growing plants.</p> <p>I understand the key features of the life cycle of a plant and an animal.</p> <p>I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>I can talk about the differences between materials and changes I notice.</p>	<p>Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall- eating and drinking Fair Trade products.</p> <p><u>Disciplinary knowledge-Observations over time and observing patterns:</u> Observations of changes linked to the seasons</p> <ul style="list-style-type: none"> - Learn about the season of Spring. <ul style="list-style-type: none"> • To be introduced to the 4 seasons as appropriate throughout the year. <p><u>Disciplinary knowledge-Measuring and recording:</u> To record ideas simply e.g pictures</p> <p><u>Spring trees and flowers-</u> Discuss/answer questions about how the trees have changed. Go on a Spring walk together around our school to spot the signs of Spring (cherry blossom/ daffodils) Draw observational pictures -Circle time- talk about the seasonal changes. Which season is your favourite? Why?</p> <p><u>Disciplinary knowledge-Observations over time and observing patterns:</u> Making general sensory observations of plants <u>Outdoor seed planting-vegetables and flowers</u></p> <p><u>Disciplinary knowledge-Asking relevant questions:</u> Looking at objects and discussing what they can see</p> <p><u>Materials hunt</u> Describing properties e.g stone and plastic-smooth, rocks and bark-rough-compare natural and human made materials. Make collections of natural materials to create pair natural portraits.</p> <p>-<u>Circle time</u>- contribute to the feedback about the observations made during the local walk. Ask questions about what they have</p>		<p>-Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p>	<p>heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of 'What happens in Spring-?' learning and child initiated learning</p>
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		<p>observed.</p> <p><u>Disciplinary knowledge-Research using secondary sources:</u> To use picture books and images to ask and answer questions</p> <p>Use non- fiction Spring books, Alexa and the IWB to find out answers to circle time questions</p> <p>Focus on IWB PowerPoint Signs of Spring Power Point EYFS All About Spring PowerPoint (Twinkl) -Talking partners-talking about Spring themed books and explain favourite part and what they like / dislike about Spring</p> <p><u>Disciplinary knowledge-Observations over time and observing patterns:</u> Making general sensory observations of mini-beasts</p> <p><u>Life cycle of a butterfly</u> Learn about the life cycle of a butterfly using books e.g. 'The Very Hungry Caterpillar' and IWB. Use kit to observe the lifecycle of a butterfly in the classroom and see the changes from egg, caterpillar, chrysalis and finally, butterfly. Focus on the patterns on butterfly wings</p> <p><u>Circle time-Brainstorm enquiry question: 'What happens in Spring?' at the end of this half term to assess what knowledge and understanding the children have now</u></p> <p>-ICT focus- Home / school ICT Discuss the technology used at home (e.g. mobile phone) and Nursery (e.g. IWB)</p> <p><u>ONGOING:</u> <u>ICT-Mini Mash</u></p>			
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Buzzer, circuit

		<p>Exploring different areas of Purple Mash.</p> <p>-<u>Use of Alexa</u> to ask information and play music.</p> <p>-<u>Use of I pads</u> to play age appropriate games.</p> <p>-<u>Science resources /equipment trolley use during investigating for the above and child-initiated explorations in provision, including observation of Spring</u></p> <p>-<u>Makerspace STEM Trolley Learning with peer tutoring</u> Investigating/problem solving to create simple circuits to light up a bulb plus buzzers and use of switches. Incorporate circuits into own ideas and models- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non- fiction booklets.</p> <p><u>Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u> Weeding watering. Observing plant growth and comparing height, leaf type and talk about changes.</p> <p><u>Care and observation of the Early Years tortoise</u> F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes.</p> <p><u>CULTURAL CAPITAL-</u> 1:1/ small group sharing of topic non-fiction books-adding words to the Victor's Wonderful Words board and defining the words to be recorded in class brown book.</p> <p><u>CHALLENGE-</u> To find out more about lifecycles of other animals using technology</p> <p><u>SEN/LAP/DISAD—</u> Talking partners with a HAP-for peer modelling and 1:1 support when investigating, adult modelling specific vocabulary use.</p>			
	I can explore the	Brainstorm enquiry question: 'What do living things need to	Predict,	Playing and Exploring	Skills:

F2	<p>natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I know about the effect of changing seasons on the natural world around me.</p> <p>I can make observations and draw pictures of animals and plants.</p> <p>I know about some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>	<p><u>grow?'</u> To find out prior knowledge-teacher scribe then display on topic working wall.</p> <p><u>-Ourselves-What do humans need to grow?</u></p> <ul style="list-style-type: none"> • Pass the bear around the circle and pupils contribute their ideas-discussing-healthy foods, sleep, water, love. • Talking partners in response to information texts and own experiences. • 'How humans grow as they change' power point and sequence the life stages. <p><u>Disciplinary knowledge-Observations over time and observing patterns:</u> Compare different seasons</p> <p><u>Disciplinary knowledge-Classification:</u> To use the names of plants and trees</p> <p><u>-Talk about Spring Season changes noticed</u></p> <ul style="list-style-type: none"> • Types of plants growing (green bean in pot and outdoor plants) and close observation with magnifying glass- of their features-similarities and differences. Explain why these shoots are coming up, naming plants and classifying-observation drawings and labelling of plants. • Talk about any decay noticed and explain processes and changes. • <p><u>Disciplinary knowledge-Fair testing:</u> Begin to understand the concept of fairness in an investigation</p> <p><u>-Predict and test what will happen in cress growth experiment.</u> Considering the effects of light on plant growth in the provision - considering fairness in the investigation (Enquiry question- Does light affect plant growth?):</p> <ul style="list-style-type: none"> • Watered cress covered in the dark • Watered cress uncovered in the light 	<p>experiment, lifecycle, minibeasts, habitat, metamorphosis, natural, humans, life stages, pictures, animals, plants, shoots, leaves, petals, roots, light, dark</p>	<p>-Shows curiosity about objects, events and people -Using senses to explore the world around them- -Showing a can-do attitude -Shows particular interests</p> <p><u>Active Learning</u> -Initiates activities -Seeks challenge -Paying attention to details -Enjoying meeting challenges -Takes a risk, engages in new experiences and learns by trial and error -Shows high levels of energy and fascination -Pays attention to details -Being proud of how they accomplished something not just the end result</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p>	<p>-Use my prior knowledge and make links -Observation skills -Sorting and Classifying -Measuring -Predicting, testing, deducting and concluding</p> <p><u>-Other skills:</u> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of 'What do living things need to grow?' learning and child initiated learning.</p>
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		<p><u>Disciplinary knowledge-Measuring and recording:</u> Draw and label pictures</p> <p><u>Disciplinary knowledge-Drawing conclusions</u> To use a stem sentence to explain thinking</p> <p><u>Disciplinary knowledge-Measuring and Recording</u> To use non-standard units of measurement</p> <ul style="list-style-type: none"> • Creating a labelled diagram of experiment -with results using non-standard cubes to measure the plant growth and make a conclusion. Use of Victor Vocabulary board and Glossary for word meanings during investigation. <p><u>-Following peer instructions on how to plant a bean (linked to 'Jack and the Beanstalk')</u></p> <ul style="list-style-type: none"> • Plant own bean • Write own instructions on how to plant a bean then read them out for another pupil to follow whilst planting their bean. <p><u>Disciplinary knowledge-Observations over time and observing patterns:</u> Observation drawings of plants</p> <p><u>Disciplinary knowledge-Measuring and Recording:</u> To measure by direct comparison Draw and label pictures</p> <p><u>-Plant vegetable seeds and flowers outdoors</u></p> <ul style="list-style-type: none"> • Following verbal instructions to plant • Looking after the plants • Weeding watering. Observing plant growth and comparing height /measurements, leaf type and talk about changes. <p><u>-Garden Centre role-play area</u> With seed packets, tools, boots and pots/plants with till and</p>		<p>-Finding new ways to do things</p> <p>-Making links and noticing patterns in their experience</p> <p>-Making predictions</p> <p>-Testing their ideas</p> <p>-Developing ideas of grouping, sequences, cause and effect</p> <p>-Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>-Checking how well their ideas are going</p> <p>-Changing strategy as needed</p> <p>-Reviewing how well the approach worked</p>	
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		<p>wheelbarrow. Pictures and labels. Development of role-play with friends, making links and applying vocabulary and knowledge.</p> <p><u>Mini-beast laboratory</u> science role play area with mini-beasts, tweezers, goggles, clipboards and labelling mini-beast body parts with scientist coats.</p> <p><u>Disciplinary knowledge-Classification:</u> To use the names of mini beasts</p> <p><u>Disciplinary knowledge-Observations over time and observing patterns:</u> Draw and label mini beasts</p> <p><u>Disciplinary knowledge-Research using secondary sources:</u> To use non fiction books and ICT to answer questions</p> <p><u>-Naming and Describing Minibeasts</u></p> <ul style="list-style-type: none"> • Learning about minibeast names and habitats • Mini beast hunt outdoors-observational drawings with labelling. Explaining results and how different mini-beasts prefer different habitats • Create own mini-beast habitat • Create a non-fiction class book of minibeasts-labelled drawings and information writing after the above and further research from non-fiction sources. <p><u>Disciplinary knowledge-Classification:</u> To use the names of mini-beasts</p> <p><u>-Lifecycle of Butterflies</u></p> <ul style="list-style-type: none"> • Looking after real caterpillars and talking about metamorphosis • Talking about stick insect life cycle changes <p><u>-Science resources /equipment trolley use during investigating for the above and child-initiated explorations in provision, including observation of Spring, weather changes, plant growth.</u></p> <p><u>-Care and observation of the Early Years stick insects and tortoise</u></p>	Switch/es, electricity		
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		<p>F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes.</p> <p><u>-Makerspace STEM Trolley Learning with peer tutoring</u> Investigating/problem solving to create simple circuits to light up a bulb plus buzzers and use of switches. Incorporate circuits into own ideas and models- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non- fiction booklets. <u>Other activities linked to UtW and PC:</u></p> <p><u>-Fair Trade Café</u> (Global Learning) Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall- eating and drinking Fair Trade products and looking at the globe/maps to locate where the cocoa beans have come from.</p> <p><u>-Mother's Day</u> (British Values) Talking about our Mums and why they are special-creating a Mother's Day card.</p> <p><u>Easter Church visit</u> (British Values) Presenting a class Easter song at Church and learning about the Christian Easter story.</p> <p><u>ICT-Programming</u> Exploring B-Bots and other programmable toys in order to program and control a series of actions/movements.</p> <p><u>ONGOING:</u> <u>-ICT-Support/practise logging onto Mini Mash</u> Exploring different areas of Purple Mash and with support learning to save learning.</p> <p><u>-Use of Alexa</u> to research living things; plants, humans, mini-</p>			
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		<p>beasts- growth plus own interests.</p> <p>-<u>Use of I pads</u> to play age appropriate games.</p> <p>CULTURAL CAPITAL- 1:1/ small group sharing of topic non-fiction books-adding words to the Victor Vocabulary board and defining the words to be recorded in class brown book.</p> <p>CHALLENGE-Encouraging pupils to follow their own explorations and answer possibility questions-How did you...? I wonder what will happen if...? Tell me more..</p> <p>More detailed recordings and explanations.</p> <p>SEN/LAP/DISAD—</p> <p>Talking partners with a HAP-for peer modelling and 1:1 support and encouragement when investigating, adult modelling specific vocabulary use and pictorial/hands on opportunities.</p>			
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Sticky Knowledge Observation UTW activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe the children taking part in discussions about the changing seasons and the life cycle of a butterfly to assess whether a child **CAN LOOK CLOSELY AT SIMILARITIES, DIFFERENCES, PATTERNS AND CHANGE.**

CC: 1:1 Non-fiction books/topic concept/vocabulary grids to record the children's experience of the vocabulary and concepts related to different topics.

F2- When observing and measuring plant/vegetable growth assess whether pupils can **MAKE OBSERVATIONS OF PLANTS AND MINI-BEASTS, EXPLAINING WHY SOME THINGS OCCUR, TALKING ABOUT CHANGES.**

CC-Assessing any gaps in knowledge and spend time addressing these through extra research and non-fiction book sharing.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco



EYFS AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN

SPRING 2B

ENQUIRY QUESTION: F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

Development Matters links to EAD

3 and 4 years Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Children in Reception- Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • **Create collaboratively, sharing ideas, resources and skills.** • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

ELG's

Creating with Materials

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.

Being imaginative and Expressive

• 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.

	KNOWLEDGE (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
	I can develop my own	Art Focus- Textiles Gather natural found materials and assess how they feel e.g.	Smooth, rough, hard,	<u>Playing and Exploring</u>	-Exploring

F1	<p>ideas and then decide which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world like equipment animal sets, dolls and dolls houses, etc.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>I can explore different materials freely, to develop my ideas about how to use them and what to make.</p>	<p>smooth, spikey, furry</p> <ul style="list-style-type: none"> - Talk about other natural things and how they looks and feel. - Explore human-made and natural fabrics and describe how they feel (close your eyes and feel it to enhance the feeling) <p><u>Natural materials small world enhancement</u></p> <ul style="list-style-type: none"> -To create imaginative small worlds and stories. -To use as wanted. -To create natural material portraits. <p><u>Role play: Building Site</u>-Dressing up, taking on role of a builder and playing imaginatively with peers</p> <ul style="list-style-type: none"> - Use planning sheets on clipboards before using construction resources to build with -Role play : Home Corner <p>Curiosity objects</p> <p><u>World Book Day</u> (Global Learning) Take part in whole school World Book Day Dressing up event/ activities. (Children dress up and take on the role of a character from a book.)</p> <p><u>Spring trees and flowers-</u> Follow instructions to make Spring art work to put up on a seasonal Spring classroom display. (Collage Spring cherry blossom trees/ painted flowers)</p> <p>Create Mothers' Day /Easter cards</p> <p><u>Music and response</u></p> <ul style="list-style-type: none"> -Listen to a range of different genres of music and children respond expressively. -Children play matching tone to the teacher's singing tone game. <p><u>ONGOING:-</u></p>	<p>soft, Once upon a time, build, blocks, bricks, portraits</p>	<ul style="list-style-type: none"> -Using senses to explore the world around them- -Showing a can do attitude - Pretending objects are things from their experiences. -Taking a risk, engaging in new experiences and learning by trial and error. <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Paying attention to details -Enjoying meeting challenges <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Making links and noticing patterns 	<p>detail of the surface of a form</p> <ul style="list-style-type: none"> - Developing vocab and starting to speak about objects and their appearance - Developing building technique by adding things together, creating new compositions and new shapes <p><u>Other skills:</u></p> <ul style="list-style-type: none"> - Turn taking in conversation and building upon what is heard -Using own experiences in play <p><u>Application:</u> In context of 'What happens in Spring?'</p>
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	<p>I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>-F1 and 2 Easels both in and outside-Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</p> <p>-F 1 and 2 Construction kits and blocks in and outdoors Child initiated use of construction kits to create models.</p> <p>-Daily singing sessions (nursery rhymes and familiar songs)</p> <p>-Weekly music session with specialist music teacher</p> <p>-Ongoing F1 and F2 Helicopter Story acting out stage After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p> <p>-F1 and 2 Outdoor mats, ribbon sticks and wind chime-with percussion instruments to encourage dance/expressive movements.</p> <p>-F1 and 2 Mud Kitchen and play house</p> <p>CC- Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking.</p> <p>CHALLENGE- 'Hot seating' --Question a child who has dressed up and taken on an imaginative role as though they were the character. Ask them to justify their answer.</p> <p>SEN/LAP/DISAD- Linked Spring topic books with 1:1 reading and vocabulary time-recorded on child's grid</p>			learning and child initiated learning
	<p>I know how to create collaboratively, sharing ideas, resources and skills</p>	<p><u>-Art/Textiles</u></p> <ul style="list-style-type: none"> • Look for and find materials which have different surface qualities. • Choose different materials to fit within a theme • Explore building/ layering with different materials e.g 	<p>Textiles, tools, experiment, colour, form, invent, recount,</p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them</p>	<p><u>Skills</u> -Using senses and vocabulary to describe a</p>

F2	<p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can share my creations, explaining the process I have used.</p> <p>I can invent, adapt and recount narratives and stories with peers and my teacher.</p> <p>I know how to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Creating the ocean for the Snail and the Whale in groups.</p> <ul style="list-style-type: none"> Developing use of colour choices in art work. Begin to make simple compositions using fabrics and other materials in combination with painting /drawing /sculpting/collage. <p><u>-Paul Klee artist focus</u></p> <ul style="list-style-type: none"> Looking at the art work by Paul Klee, talking about his ideas and responses to his art. Exploration of the use of shaped sponge printing to create similar effects to Paul Klee's work, based upon mini beasts and habitats. <p><u>DESIGN TECHNOLOGY-HEPP SERVICES</u></p> <p><u>What do living things need to grow?</u></p> <p>Plan. make and create a beanstalk for Jack at night, incorporating Makerspace circuits and bulbs lit up along the beanstalk.</p> <p><i>Exploration</i></p> <p><u>-Mother's Day cards</u></p> <p>-Use simple running stitch to create a greeting card.</p> <p><u>-Indoor Role play area-Garden Centre and Mini-beast laboratory with</u></p> <p>Dressing up and props plus visuals.</p> <p><u>Outdoor role play area following children's interests.</u></p> <p><u>-Develop a range of class songs to sing</u></p> <p>'There's a Tiny Caterpillar on a Leaf,' '5 Little Speckled Frogs,' 'Incy Wincy Spider,' 'Theres a worm at the bottom of my garden.'</p>	<p>layering, painting, collage, sponge printing</p> <p>Plan, design, make, evaluate, beanstalk, create, light</p>	<p>-Shows curiosity about objects, events and people</p> <p>-Engages in open ended activities</p> <p>-Shows particular interests</p> <p>-Pretending objects are things from their experiences</p> <p>-Taking a risk, engaging in new experiences and learning by trial and error</p> <p><u>Active Learning</u></p> <p>-Maintains focus on their activity for a period of time</p> <p>-Paying attention to details</p> <p>-Not easily distracted</p> <p>-Enjoying meeting challenges</p> <p>-Persists with activity when challenges occur</p> <p>-Shows the belief that more effort or a different approach will pay off</p> <p>-Being proud how they accomplished something not just</p>	<p>range of materials, in terms of it's feel/what it looks like/reminds you of</p> <p>-Use of a needle and thread</p> <p>-Running stitch</p> <p>-Creating collages by cutting materials</p> <p>-Use of appropriate colours for purposes</p> <p>-Creating compositions using different media, sometimes combined</p> <p><u>Other skills:</u></p> <p>- Turn taking in conversation and building upon what is heard</p>
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		<p><u>-F1 and 2 Easels both in and outside-</u>Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</p> <p><u>-Weekly music session with specialist music teacher</u> (also including the below)</p> <ul style="list-style-type: none"> • Action songs and rhythm and pulse learning, plus dynamics. • Percussion instrument use • Practise Easter Church Reception class action song to perform <p><u>Studio Space Exploration</u> In provision, creating led by child interest, using range of box modelling materials including cardboard boxes, rolls, tissue paper, plus other fabrics, string, tape, glue..., with tools-scissors, pencils...</p> <p><u>-F 1 and 2 Construction kits and blocks in and outdoors</u> Child initiated use of construction kits to create models.</p> <p><u>-Ongoing F1 and F2 Helicopter Story acting out stage</u> After children have told their own narratives, they act out in masking taped stage area along with peers. Video and evaluate.</p> <p><u>-F1 and 2 Outdoor mats/stage, ribbon sticks and wind chime-</u> with percussion instruments and dressing up costumes to encourage dance/expressive movements.</p> <p><u>-F1 and 2 Mud Kitchen and play house-</u>addition of natural objects and herbs/plants.</p> <p><u>CC-</u> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring.</p>		<p>the end result</p> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Finding new ways to do things -Making links and noticing patterns in their experiences -Tests their ideas -Developing ideas of grouping and cause and effect Planning and making decisions about how to approach a task, solve problems and reach a goal. -Check how well their activities are going. -Change strategy as needed. -Review how well the approach worked. 	<p>-Using own experiences in play</p> <p><u>Application:</u> In context of 'What do living things need to grow?' adult focus learning and child initiated learning.</p>
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		<p>Adult immersing themselves/modelling in role play context to draw child into pretending and role taking. 1:1 support with textile learning and composition skills.</p> <p><u>CHALLENGE</u>-Can you start to layer materials to create different effects in your composition.</p> <p><u>SEN/LAP/DISAD</u>- 1:1 modelling of scissor cutting skills and textile techniques.</p>			
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Sticky Knowledge Observation EAD activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe children engaging in role play to assess if a child **CAN CREATE SIMPLE REPRESENTATIONS OF EVENTS, PEOPLE AND OBJECTS**

CC: Small group pom pom making at Stay and Play club along with 1:1 recapping of material names and words to describe them.

F2- Whilst pupils are engaged in EAD activities, observe and assess **CHOICES OF PARTICULAR COLOURS FOR PARTICULAR PURPOSES.**

CC: Small group sharing of Paul Klee and other artist's work plus use of wool to make pom poms at Stay and Play club.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

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Spring 2B F2 Home learning Grid

Playdough disco