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| **TERM: SPRING 2** | | | **TOPIC: GROWING & LIFECYCLES** | |
| **What are the children learning to do?** | | **Activities** | | **Books** |
| **P**  **S**  **E**  **D** | Covered through Standard Practice. | Collective Worship  Circle Time  Mindfulness | | Phonics ORT Books.  Non-fiction, animals and plants.  Jasper’s Beanstalk. |
| **C**  **&**  **L** | Covered through Standard Practice. | Stories sharing key vocabulary. | |
| **People Who Help Us** |
| Vets.  Gardeners.  Horticulturists. |
| **P**  **D** | Covered through Standard Practice. | Active Start P.E. sessions.  Packs to go home over the Easter hols. | |
| **L**  **I**  **T** | Covered through Standard Practice.  Write some or all of their name. | Weekly practice of names.  Phonics daily.  Begin to look at the 5 key concepts about print. | |
| **M**  **A**  **T**  **H** | 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’.  Recap prior learning and skills. | Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Sensitively support and discuss questions like: “What is the same and what is different?” Encourage children to talk informally about shape properties using words like ‘sharp corner’, ‘pointy’ or ‘curvy’. Talk about shapes as you play with them: “We need a piece with a straight edge.”  Shape hunt. | | **Visits** |
| Garden Centre.  Vets. |
| **U**  **W** | 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. | Show and explain the concepts of growth, change and decay with natural materials.  Suggestions: - plant seeds and bulbs so children observe growth and decay over time - observe an apple core going brown and mouldy over time - help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs.  Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.  Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking. | |
| **E**  **A**  **D** | 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. | Help children to develop their drawing and model making.  Encourage them to develop their own creative ideas. Spend sustained time alongside them.  Show interest in the meanings children give to their drawings and models. Talk together about these meanings.  Encourage children to draw from their imagination and observation.  Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.  Talk to children about the differences between colours. Help them to explore and refine their colour mixing - for example: “How does blue become green?”  Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.  Children to contribute to class display work.  Sing Up Unit – Animal tea party. | |