

# Key Vocabulary

## Revisit -

Hibernation

Autumn

Seasons

Changes

Time

## New Vocab—

Spring

Allotment

Collaboration

Team work

Care

Nature



1

2

3

## Maths

We will be focusing on the manipulation of shapes. We will find 2D shape faces on 3D shapes and explain our findings.

We will explore addition up to 10 and learn to recall number bonds.

We will be learning about measurements such as capacity and weight!



## How to help at home?

Can you bake at home using measurements in cups?

Can your child help to fill the container full and half full?

Can you recall number facts up to 10 i.e  $5+5=10$ .

Can you discuss 3D shapes at home and the 2D shape faces.

## Understanding of world

- We will learn about Spring and what this season brings with it (vegetables and new animals)
- We will be taking part in weekly forest school sessions and using our senses to develop a good understanding of the world around us!
- We will be immersing ourselves into the wonderful world of Peter Rabbit and learning all about allotments and what grows within them.



## Literacy

### Reading

We will continue our Phase 3 phonic journey. We will complete all of Phase 3 by Summer 1!

We will increase our reading skills by reading books at home often to increase fluency.

We will immerse ourselves into the world around us And changes throughout Spring through stories and Experiences.

### Writing

We will be applying Phase 3 phonics into our writing .

We will begin to add capital letters, full stops and finger spaces into our writing.

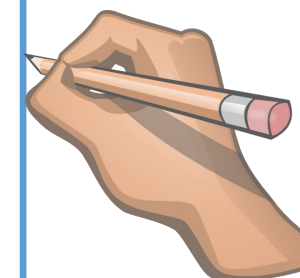


## Physical Development

We will be completing our dance/ yoga section of PE this half term! We will be focusing on movement and developing a fluid style of moving.

## Handwriting

We will master a fluid style of writing and use this confidently within writing consistently.



## How to help at home?



Discuss changes that take place during Spring—Can you grow your own plant and

## Expressive arts and design

We will use collage to create our own art pieces.

We will use our knowledge of materials to create our work of art.

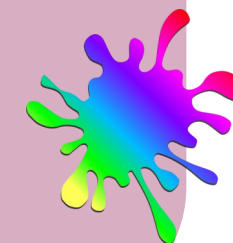
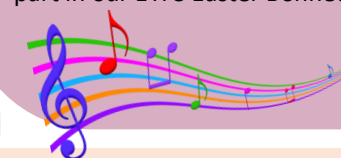
We will be independent when selecting the resources that we need!

We will use dance to express ourselves.

We will use our knowledge of beat and rhythm to aid our dancing. We will move with fluency and with control.

We will take part in a whole school Daffodil performance and sing a song that with ranging pitch.

We will follow a rhythmic pattern when taking part in our EYFS Easter Bonnet Parade!



## How to help at home?



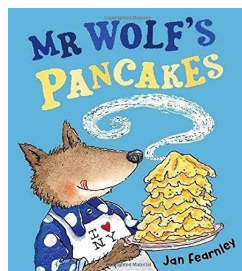
Can you read with your child 3 times at home we ask for this to increase fluency


First—decode words

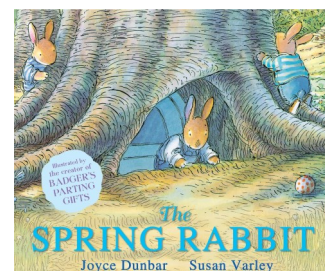
Second— increase speed


Final time—comprehension

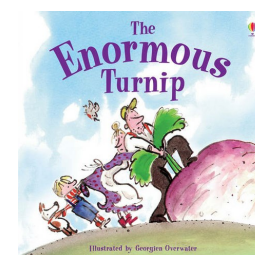
Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<ul style="list-style-type: none"> <li>· Listen to and talk about stories to build familiarity and understanding.</li> <li>· Use new vocabulary in different contexts.</li> <li>· Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>· Ask questions to find out more and to check they understand what has been said to them.</li> <li>· Connect one idea or action to another using a range of connectives.</li> </ul>	<ul style="list-style-type: none"> <li>· Express their feelings and consider the feelings of others</li> <li>· Show resilience and perseverance in the face of challenge.</li> <li>· Give focused attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p>	<ul style="list-style-type: none"> <li>· Progress towards a more fluent style of moving, with developing control and grace.</li> <li>· Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p><b>EAD statements linked to Dance—</b></p> <ul style="list-style-type: none"> <li>· Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>· Engage in non-fiction books.</li> <li>· Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> <li>· Read some letter groups that each represent one sound and say sounds for them.</li> <li>· Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>· Develop the foundations of a handwriting style which is fast, accurate and efficient. (Lifted from Physical development)</li> </ul>	<ul style="list-style-type: none"> <li>· Compare numbers</li> <li>· Compare quantities up to 10 in different contexts, recognising one quantity is greater than, less than or the same as another. (ELG)</li> <li>· Explore composition on 10</li> <li>· Atomically recall number bonds for numbers to 10</li> <li>· Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul> <p>Compare length, weight and capacity</p>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>· Describe what they see, hear and feel whilst outside</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• I can draw information from a simple map.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>Art skill:</b> Collage</p> <ul style="list-style-type: none"> <li>• That there are different types of materials. (paper, tissue paper, card, felt, foam etc.)</li> <li>• That materials can be combined to create an effect or image. How to cut out using scissors effectively.</li> <li>• How to stick pieces down successfully.</li> <li>• To create a finished piece and talk about my work</li> </ul>




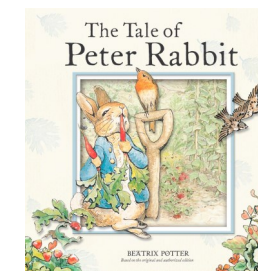
- Celebrate Pancake Day as a class.
- We will make our own pancakes. 
- We will talk about characters within the book that we recognise.
- We will focus on the following diagraphs: or, ar and ur.




- We will look for signs of Spring! We will revisit the different seasons throughout the book and talk about how things change over time.
- We will take part in Forest School and look at the changes to nature that we can see. 
- We will focus on the following diagraphs: oi, oy, ai, ay



- We will begin planting our own plants within our outdoor area. 
- We will learn how to care for them and look for changes over time.
- We will work as a team to complete a number of challenges and focus on collaboration.
- We will learn about healthy lifestyles.
- We will focus on the following trigraphs: ear, air, ure and igh.



- We will immerse ourselves in the wonderful world of Peter Rabbit!
- We will get to love many of the characters and begin to compare each one.
- We will invite our parents into school to join in our final Forest School session (7.3.22) 
- We will revisit all new diagraphs and common exception words.