
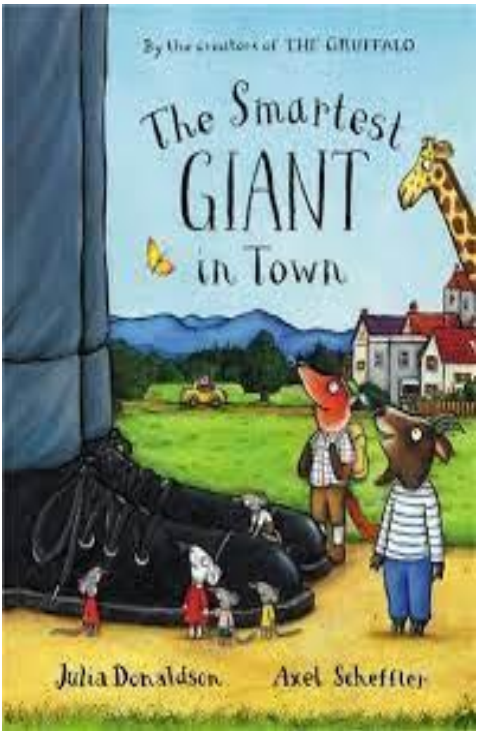


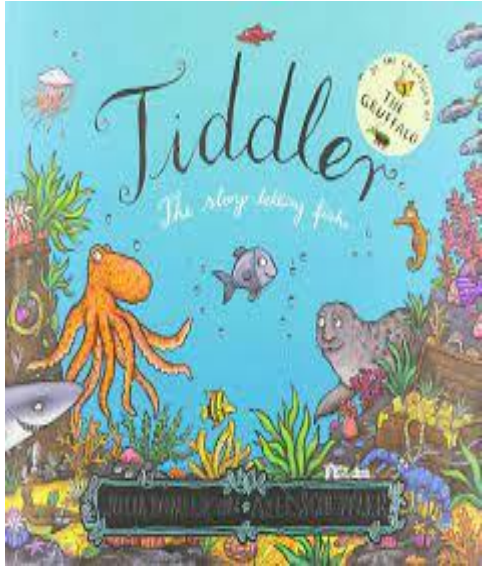
# Reception Curriculum Newsletter - Spring Term 2026

<b>SPRING TERM</b> <b>THEME: Julia Donaldson</b> <b>WEEK 1 &amp; 2 - The Stickman</b>	<b>Personal, Social &amp; Emotional Development</b>	<b>Communication &amp; Language</b>	<b>Physical Development</b>
	<p><b>*To be confident to speak in a group and to understand that some actions can affect others.</b></p> <p>As a class we will be looking at the facial expressions of the Stickman throughout the story. How is he feeling? How do we know that? What do his facial expressions tell us? The children will have a go at making the facial expressions we talk about and then they will be encouraged to talk about what makes them feel happy, sad, excited, scared, upset, angry etc.</p> <p><b>*To work and play cooperatively and take turns with others.</b></p> <p>Working in pairs the children will be asked to talk about the story. What parts of the story did they like/dislike and why was that? Do they agree with their partner? We will talk about how we all have different opinions on things and that it is ok to think differently to others.</p> <p><b>Jigsaw</b></p> <p><b>*To understand that if I persevere I can tackle challenges.</b></p> <p>The children will discuss what to do when they come across a challenge. How they may approach the challenge and how they think it would make them feel when they achieve their goal.</p> <p><b>*To talk about a time I didn't give up until I achieved my goal.</b></p> <p>The children will talk about never giving up in order to achieve a goal.</p> <p><b>At home you can talk about feelings. What makes you feel happy, sad etc.</b></p>	<p><b>*To express their feelings about their family using full sentences.</b></p> <p>The children will be encouraged to talk about their family and how important they are to them. They will then create their own family tree linked to EAD.</p> <p><b>*To extend vocabulary and language in play situations</b></p> <p>The children will use the story and story props to act out the Stickman story with their friends. They will be encouraged to extend their vocabulary by using some words and phrases from the story text.</p> <p><b>At home you can talk about your family tree and how it is made up.</b></p>	<p><b>*To negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p>The children to go on a Stickman Adventure! We will work as a class to create an obstacle course for the children to travel over, under, around and through.</p> <p><b>*To experiment with different ways of moving.</b></p> <p>Looking through the story the children will be asked to think about different ways of moving to tackle the problems the Stickman occurred in the story. For example, How could the Stickman escape the fire? Could he wiggle, jump or hop to get out of the fire?</p> <p><b>At home you can make up your own obstacle course and test it out.</b></p>

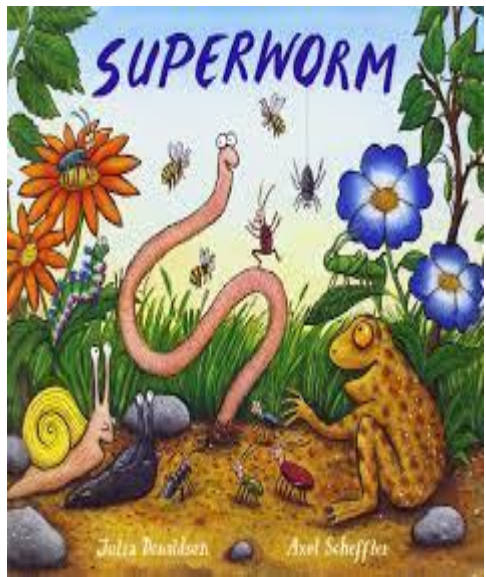

Literacy	Mathematics	Understanding the World	Expressive Arts & Designs
<p><b>*Read, Write, Inc.</b> - The children will continue to work daily in their ability groups.</p> <p><b>*To begin to break the flow of speech into words.</b> The children will write postcards from the Stickman telling his family of his adventures. They will be encouraged to use their phonic knowledge and spell words by identifying the sounds in them.</p> <p><b>*To identify rhyming words and continue a rhyming string.</b> As we read the Stickman story the children will be encouraged to identify the rhyming words in the story. We will then look at a range of rhyming toys and match them together (cat and hat) The children will then be encouraged to continue a rhyming string - cat, bat, sat, hat etc.</p> <p><b>*To enjoy an increasing range of books.</b> The children will begin to enjoy stories written by Julia Donaldson linked to our theme this term. They will also be encouraged to bring in any stories they may have at home to share with the class.</p> <p><b>At home you can see if you can identify rhyming words in other stories and poems.</b></p>	<p>White Rose Maths - Alive in 5! <b>*To lean the number 0 and what zero means.</b> The children will already have some practical understanding of 'nothing hers' or 'all gone'. They will learn that the number name zero and the numeral 0 can be used to represent this idea. The children will be given opportunities to apply this understanding within the classroom.</p> <p>White Rose Maths - Alive in 5! <b>*To compare quantities using a variety of objects and representations.</b></p> <p><b>*To compare quantities using the vocabulary more than, same as and fewer than.</b> The children will continue to understand that when comparing numbers, one quantity can be more than, the same as or 'fewer' than another quantity. They will use a range of representations to support this understanding and will be encouraged to compare quantities using a variety of objects and representations.</p> <p><b>At home you can see if you can use the vocabulary of more than, same as and less then when playing. For example, I have more cars than you.</b></p>	<p><b>*To make predictions and them out.</b> <b>*To offer explanations for why things happen.</b> The children will participate in a fun floating and sinking activity using the class water tray. We will talk about the game pooh- sticks (which is played in the story) and how the stick floats. The children will then be asked to make their own predictions as to whether certain objects will float or sink. They will be encouraged to give reasons for their predictions. The children will then find their own objects to test out from around the classroom.</p> <p><b>*To look closely at similarities, differences, patterns and change.</b> <b>*To offer explanations for why things happen.</b> The children will be testing out how long it takes to unfreeze the stickman who is stuck in ice! We will be discussing how the ice was made and how we can get the ice to melt quickly. The ice will be put into different areas of the classroom inside and out and the children will be regularly checking the ice to see if the Stickman has been freed.</p> <p><b>At home you can carry out your own floating and sinking experiment.</b></p>	<p><b>*To create a representation of the Stickman using a range of natural materials.</b> The children will be asked to collect sticks and natural materials from our outdoor area and playground to help them to create their own Stickman.</p> <p><b>*To safely use and explore a variety of materials, tools and techniques and to share their creations, explaining the process them have used,</b> Linked to the story where the Stickman was used for many things the children will be encouraged to make other objects out of sticks. They may use some of the ideas from the story.</p> <p><b>*To explore colour, design and texture when creating their own family tree.</b> Linked to EAD the children will draw or paint their own family tree. They will be encouraged to think about adding texture to the trunk and leaves before adding their family members.</p> <p><b>At home you can make your own Stickman out of natural resources.</b></p>

<b>SPRING TERM</b> <b>THEME:</b> Julia Donaldson <b>WEEK 3 &amp; 4 - The Smartest Giant in Town</b>	<b>Personal, Social &amp; Emotional Development</b>	<b>Communication &amp; Language</b>	<b>Physical Development</b>
	<p><b>*To show an understanding of their own feelings and those of others.</b>  As a class we will be discussing how the Giant helps lots of animals in the story. The children will be asked to think about how they could help someone today. We will compile a class list on how we are going to help someone in school today. We will refer back to the list throughout the school day.</p> <p><b>*To work cooperatively and take turns with others.</b>  Linked to EAD the children will be encouraged to work cooperatively with their friends when making a town</p> <p><b>*To understand the importance of healthy food choices.</b>  Linked to PD the children will be discussing the importance of healthy food choices. What does the Giant need to eat to stay fit and healthy?</p> <p><b>Jigsaw</b>  <b>*To set a goal and work towards it.</b>  The children will discuss how, although they may not be good at something now, with perseverance and hard work they can achieve their aim and they will be very proud of themselves.</p> <p><b>*To use kind words to encourage people.</b>  The children will work together to say nice things about each other. They will discuss how it feels to make someone else happy and how it feels to hear good things being said about you.</p> <p><b>At home you can help your grown-up to do some jobs around the home.</b></p>	<p><b>*To listen and responds to ideas expressed by others and to explore the different sounds of instruments and actions.</b>  The children will learn the rhyme from the story and as a class we will add actions and instruments to match the rhyme.</p> <p><b>*To offer explanations for why things might happen, making use of recently introduced vocabulary in stories.</b>  As we read the story we will be talking about the Giants feelings throughout the story. How did he feel in the beginning, the middle and the end of the story? How does the story show this? The children will be encouraged to give explanations for their thoughts.</p> <p><b>*To learn about the customs and traditions associated with Chinese New Year.</b>  The children will learn about the customs and traditions associated Chinese New Year. This will be carried out through discussions, stories and videos. The children will be encouraged to talk about what they have learnt and their understanding of the celebrations.</p> <p><b>At home you can share your favourite Nursery Rhymes, adding actions to match the words.</b></p>	<p><b>*To travel with confidence and skill around, under, over and through balancing and climbing equipment.</b>  Can the children walk on stilts? What does it feel like to be taller? Can the children climb over, around, through obstacles on the stilts like a Giant and then be as small as the mouse from the story. Which is easier and why?</p> <p><b>*To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</b>  We will be talking about how we should look after ourselves (link to the Giant being scruffy). We all need to have some exercise, good health and good hygiene. The children will be encouraged to talk about how they make sure that they are looking after themselves. They will also be given different scenarios to discuss linked to looking after ourselves.</p> <p><b>At home you can plan a couple of healthy meals to have as a family.</b></p>

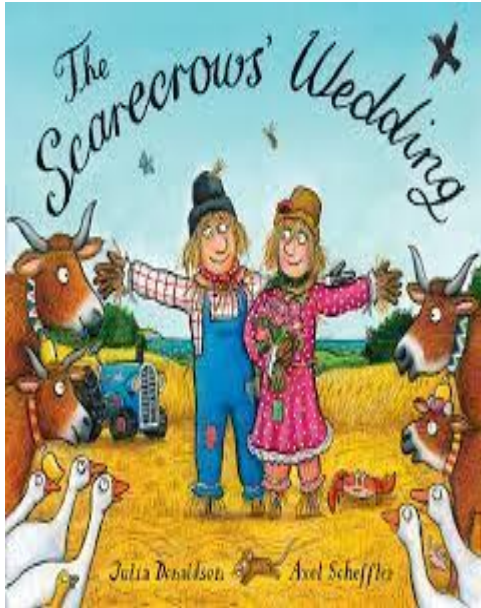
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<p><b>*Read, Write, Inc.</b> - The children will continue to work daily in their ability groups.</p> <p><b>* To begin to break the flow of speech into words.</b> The children will write 'Thank You' letters from the animals to the Giant They will be encouraged to use their phonic knowledge and spell words by identifying the sounds in them.</p> <p><b>*To use pictures or words when creating a list.</b> The children will be encouraged to create a list showing what the Giant gave out to the animals throughout the story. This can be displayed through pictures, phrases or simple sentences. (A scarf for a giraffe. A shirt for a goat.)</p> <p><b>At home you can write a 'Thank you' note to someone who has helped you.</b></p>	<p>White Rose Maths - Alive in 5! <b>* To develop an understanding that all numbers are made up of smaller numbers.</b> <b>*To explore and notice different compositions of numbers.</b> The children will continue to develop the understanding that all numbers are made up of smaller numbers. They will have the opportunity to explore and notice different compositions of numbers to 5. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4.</p> <p>White Rose Maths - Alive in 5! <b>* To make direct comparisons when holding items to estimate weight.</b> <b>*To use the correct vocabulary associated with weight.</b> The children may already have some experience of weight through carrying heavy and light items. They will be encouraged to make direct comparisons when holding items to estimate weight. The children will then use the balance scales to check whether their object was heavy or light. The children will be encouraged to use the correct vocabulary when carrying out their weighing activities - heavy, heavier than, heaviest, light, lighter than and lightest.</p> <p><b>At home you can explore the number 5. How many different ways can you make 5?</b></p>	<p><b>*To make predictions and test them out.</b> <b>*To offer explanations for why things happen.</b> The children will plan and carry out their own experiment linked to the story. They will be deciding on what materials would be best to use as a sail on a boat. They will be asked to think about what would happen to the material if it got wet and whether or not it would be good for a sail. They will then test out their sails.</p> <p><b>*To complete a simple program on the computer.</b> The children will design a new scarf for the giraffe and then transfer their design onto the computer in the ICT suite.</p> <p><b>At home you can experiment with different materials. What material is a good material to keep you dry? What material would not keep you dry?</b></p>	<p><b>*To experiment with different textures and materials.</b> The children will design and make new sets of clothes for the Giant to wear on different occasions (to a party, a dinner, a sports event etc) The children will develop their fine motor skills when using scissors to cut the materials that they need. They will also be encouraged to share their creations.</p> <p><b>*To select tools and techniques needed to shape, assemble and join materials they are using.</b> <b>*To work alongside others who are engaged in the same theme.</b> The children will work in small groups to make a town out of boxes. They will use the resources in the modelling area and will be encouraged to use the methods already taught when using recycling boxes. They will be asked to label up the shops, cafes etc in their town and to add detail. They may then wish to add the animals from the story to their town.</p> <p><b>At home you can make you your own town. You could use Lego, Playdough or Recyclable materials.</b></p>

<b>SPRING TERM</b> <b>THEME:</b> Julia Donaldson <b>WEEK 5 &amp; 6 - Tiddler</b>	<b>Personal, Social &amp; Emotional Development</b>	<b>Communication &amp; Language</b>	<b>Physical Development</b>
	<p><b>*To understand that own actions can affect other people.</b>  We will play 'Chinese Whispers' (linked to Tiddler's stories) to demonstrate how a story can change as it is passed on from one person to another. The children will be given examples of how this might happen in school and they will be encouraged to give their thoughts and opinions on this.</p> <p><b>*To set and work towards simple goals.</b>  Linked to EAD the children will plan out their 'under the sea' picture and work hard to achieve what they have planned.</p> <p><b>Jigsaw</b>  <b>*To understand the link between what I learn now and the job I might like to do when I'm older.</b>  The children will discuss what they need to do now in order to achieve their dreams when they are older e.g. work hard at my literacy or maths.</p> <p><b>*To say how I feel when I achieve a goal and know what it means to feel proud.</b>  The children will discuss goals they have achieved in their life and the next goal they want to aim for.</p> <p><b>At home you can talk about the importance of always telling the truth.</b></p>	<p><b>*To listen attentively and respond to what they hear with relevant questions and actions.</b>  As a class we will be talking about Tiddler. What do we think about his big imagination? Do we think his stories were true? Did these adventures really happen? The children will be encouraged to share their knowledge and understanding of the story. We will also be encouraging good speaking and listening skills.</p> <p><b>*To use language to imagine and recreate roles and experiences in play situations.</b>  The children will be asked to make up their own Tiddler story using the under the sea props in the water tray.</p> <p><b>At home you can make you your own under the sea story using story props.</b></p>	<p><b>*To experiment with different ways of moving.</b>  We will be looking at some of the characters in the story focussing on how they move - slither like a fish, scuttle like a crab. We will use the Interactive board in the hall to show the children the movements these under the sea creatures make and encourage them to move this way.</p> <p><b>*To demonstrate, strength, balance and coordination when playing,</b>  The children will be darting around the hall like a fish. They must be listening out for different commands to follow.</p> <p><b>At home you can practise moving like the creatures under the sea.</b></p>


Literacy	Mathematics	Understanding the World	Expressive Arts & Designs
<p><b>*Read, Write, Inc.</b> - The children will continue to work daily in their ability groups.</p> <p><b>*To use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</b></p> <p>The children will be asked to write some facts about under the sea creatures. As a class we will use the interactive board to help us with our fact finding. The children will also be encouraged to share any already known facts.</p> <p><b>*To write a list in alphabetical order.</b></p> <p>The children will have a go at making their own class register linked to the story. They will be encouraged to write a list of 5 - 10 children's names and then put them in alphabetical order.</p> <p><b>*To enjoy an increasing range of books.</b></p> <p>To help with the children's under the sea learning this week the children will have the opportunity to go to the school library to find fiction and non-fiction books related to our theme.</p> <p><b>At home you can find out facts and information about a chosen sea creature.</b></p>	<p>White Rose Maths - Alive in 5!</p> <p><b>*To explore capacity using different materials.</b></p> <p><b>*To use the correct vocabulary associated with capacity.</b></p> <p><b>*To talk about the size and shape of the container that they are using.</b></p> <p>The children will be building on their understanding of full and empty to show half full, nearly full and nearly empty. The children will have many opportunities to explore capacity using different media such as water, sand, rice and beads, They will be provided with different sized and shaped containers to investigate. The children will be prompted to use the vocabulary of tall, thin, narrow, wide and shallow.</p> <p>White Rose Maths - Growing 6, 7 &amp; 8.</p> <p><b>*To represent numbers in different ways.</b></p> <p><b>*To talk about how numbers are made up of smaller numbers.</b></p> <p><b>*To identify 1 more and 1 less than a given number.</b></p> <p>The children will continue to develop the understanding that all numbers are made up of smaller numbers. They will have the opportunity to explore and notice different compositions of numbers 6, 7 and 8. The children will be asked to order and compare their representations, noticing a one more or one less pattern as they count forwards and backwards.</p> <p><b>At home you can work on identifying the number that is one more and less than a given number.</b></p>	<p><b>*To program the Beebot to move to a particular place on a map.</b></p> <p>The children will work in small groups to make an under the sea treasure map. The children must then program the Beebot move to particular places on their treasure map. They will be reminded of the method used to program the Beebot correctly.</p> <p><b>*To explore the natural world and to explain some similarities and differences between the sea life in the 5 different oceans around the world.</b></p> <p>As a class we will use the Interactive board and books to help us research the sea-life in each ocean around the world (Indian, Pacific, Southern, Atlantic and Artic) We will compile a list of the different sea creatures found in each ocean and talk about the similarities and differences between them.</p> <p><b>At home you can find out about the oceans around the world. What are the similarities and difference between them?</b></p>	<p><b>*To make a story scene for acting out a story.</b></p> <p>The children will make their own under the sea story picture with a moving part. They will be encouraged to explore colour, materials and tools to create texture. The children will then use their moving picture to help them to act out a story.</p> <p><b>*To use and explore colour.</b></p> <p>Linked to the story the children will use paints, washing up liquid and a straw to create their own bubble pictures. They will explore colour as colours mix together.</p> <p><b>At home you can make your own under the sea picture using paints, pens, pencils or crayons.</b></p>

<b>SPRING TERM</b> <b>THEME:</b> Julia Donaldson <b>WEEK 1 &amp; 2 - Superworm</b>	<b>Personal, Social &amp; Emotional Development</b>	<b>Communication &amp; Language</b>	<b>Physical Development</b>
 <p>Shrove Tuesday and Ash Wednesday 3<sup>rd</sup> and 4<sup>th</sup> March 2024</p> 	<p><b>*To give focused attention to what the teacher says, responding appropriately and to show the ability to follow instructions involving several steps.</b>  Linked to EAD the children will be encouraged to listen to the set of instructions on how to make their clay mini-beast and then follow them.</p> <p><b>*To be confident to try out new activities and show independence, resilience and perseverance in face of a challenge.</b>  Linked to PD the children will be learning how to skip with a rope and hoola with a hoola hoop. They will be encouraged to keep trying and not give up even if they are finding it difficult.</p> <p><b>Jigsaw</b>  <b>*To understand that I need to exercise to keep my body healthy.</b>  The children will discuss the changes that occur when we exercise and why it is good for our bodies.  <b>*To understand how moving and resting are good for my body.</b>  The children will feel their heart beat before and after exercise and learn the names of body parts e.g. wrists, elbows calves that we use during exercise.</p> <p><b>#At home you can work hard to follow set of instructions given to you by your grown-up.</b></p>	<p><b>*To demonstrate an understanding of what had been read to them by retelling stories using their own words and recently introduced vocabulary.</b>  The children will have the opportunity to act out the story using story props. Can the children remember the story sequence and use some of the new vocabulary that they have heard in the story?</p> <p><b>*To hold conversation when engaged in back and forth exchanges with their teachers and peers.</b>  Linked to the Superworm theme the children will be asked to think about Superheroes. What would they like their superhero to be able to do? What would they look like? Etc. The children will be expected to engage in conversation with their teacher or classmate and stick to the theme.(linked to UW)</p> <p><b>*To learn about the customs and traditions associated with Shrove Tuesday and Ash Wednesday.</b>  The children will learn about the customs and traditions associated Shrove Tuesday and Ash Wednesday. This will be carried out through discussions, stories and videos - we will also learn how to make pancakes. The children will be encouraged to talk about what they have learnt and their understanding of the celebrations.</p> <p><b>At home you can think about what superhero powers you would like and why.</b></p>	<p><b>*To learn to skip with a rope.</b>  In the Superworm story he turned into a skipping rope. The children will be taught how to skip. They will have a go at skipping individually at first and then in a group of three.</p> <p><b>*To learn to Hoola.</b>  Superworm also turned into a hoola hoop. The children will have lots of fun learning how to hoola!</p> <p><b>*To use simple tools to effect changes to materials.</b>  Linked to EAD the children will be using a range of tools when carrying out their clay work.</p> <p><b>*To begin to show accuracy and care when drawing,</b>  The children will be looking at mini-beast and they will be encouraged to draw what they see with accuracy and care.</p> <p><b>At home you can practise skipping and hoola hooping.</b></p>

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<p><b>*Read, Write, Inc.</b> - The children will continue to work daily in their ability groups.</p> <p><b>*To identify the rhyming words and to continue a rhyming string.</b> The children will be asked to identify the rhyming words in the story as we read. They will then be asked to think of any other words that rhyme with the rhyming word identified in the book.</p> <p><b>*To write in simple sentences that can be read by others.</b> <b>*To read words consistent with their phonic knowledge by sound-blending.</b> <b>*To read aloud simple sentences.</b> The children will have a go at writing their own 'What am I?' book. They will be encouraged to write 4 descriptive sentences to describe a mini beast. The children will then have the opportunity to read their books to the class and for the class to try and guess the mini beast that is being described.</p> <p><b>At home you can make your own 'What am I?' book.</b></p>	<p>White Rose Maths - Growing 6, 7 &amp; 8.</p> <p><b>* To match items to find a pair and talk about why they match.</b> <b>*To investigate making pairs.</b> The children will be building on their earlier work on matching and making pairs. They will begin to understand that a pair is two. The children will look at a collection of items which come in pairs. They will work together to arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner. The children will have fun playing snap and memory games where they will have to identify and find the matching pairs.</p> <p>White Rose Maths - Growing 6, 7 &amp; 8.</p> <p><b>*To combine 2 groups to find out how many altogether.</b> <b>*To learn to subitise where possible when combining 2 groups together.</b> The children will begin to combine 2 groups to find how many altogether. They will be given opportunities to do this in many context using real objects. The children will be encouraged to subitise where possible although they may need to count in ones to find out how many altogether.</p> <p><b>At home you can add groups together to find a total amount. This can be carried out practically or as a sum.</b></p>	<p><b>*To complete a simple program on the computer.</b> Linked to the learning carried out in C &amp; L the children will create/design their own superhero to match their spoken words.</p> <p><b>*To explore the natural world them, making observations and drawings.</b> The children will be encouraged to observe, draw and talk about the changes they see in the class Wormery and Ant Farm. They will also look at our Tadpoles and Caterpillars. The children will go on a mini-beast hunt in our outdoor area where they will be encouraged to record what they see. The children may wish to make their own 'bug hotel' out of cardboard to put into outdoor area.</p> <p><b>At home you can carry out an observational drawing on something in your garden or outside your home.</b></p>	<p><b>*To manipulate materials to achieve a planned effect and to choose a particular colour for a purpose.</b> After looking closely at the mini- beasts in the story and describing what we see the children will be asked to use clay to recreate their chosen mini beast. They will be encouraged to add then correct amount of legs and to add the detail by using a range of tools. The children will learn how to attach clay to clay using water. If not enough water is used then the clay will not stick. The children will then paint their mini - beast where they will be expected to think about the colours that they need.</p> <p><b>*To explore the different sounds of instrument to add to the Superworm chant.</b> As a class the children will work together to think about the instruments we need to use in our chant. We will explore different sounds and decide on which one suits the saying the best.</p> <p><b>*To experiment with colour, design and texture.</b> The children will make their own Superworm picture using string or wool. They must create their background first and then add Superworm. Pictures from the story will be displayed to help the children to recreate a scene from the story.</p> <p><b>At home you can make your own 3D mini-beast out of clay, playdough, construction toys or recyclable mate</b></p>

<p>SPRING TERM THEME: Julia Donaldson WEEK 3 &amp; 4 - The Scarecrows Wedding</p>	<p>Personal, Social &amp; Emotional Development</p>	<p>Communication &amp; Language</p>	<p>Physical Development</p>
	<p>*To give focused attention to what the teacher says, responding appropriately and to show the ability to follow instructions involving several steps. Linked to PD and UW the children will be encouraged to listen to the set of instructions on how to plant their vegetable seeds and how to make vegetable soup. They must listen carefully and follow the instructions, which involve several steps.</p> <p>*To understand the importance of healthy food choices. Linked to PD the children will be discussing the importance of healthy food choices.</p> <p><b>Jigsaw</b> *To know which foods are healthy and not so healthy and can make healthy eating choices. The children will discuss healthy food options and the reason the body needs a balanced diet. *To know how to help myself go to sleep and understand why sleep is good for me. The children will discuss the importance of sleep for the body. What is a good amount of sleep for children of 4 and 5 years and how we can help ourselves get to sleep? <b>At home you can plant your own vegetables to look after and watch grow.</b></p>	<p>*To listen attentively and respond to what they hear with relevant questions, comments and actions. Whilst the children are planting vegetables or making vegetable soup they will be asked to listen carefully to the instructions to make sure that they know what to do. We will be expecting the children to respond to what they hear and to have clarification on their understanding of the activity task.</p> <p>*To express their ideas and feelings for why things might happen. Through questioning we will be asking the children to talk about planting vegetables and their expectations of what might happen to their vegetable seed. How are we going to look after our seed and make sure it grows? We will also discuss soup making. The children will be asked things like, Why do we have to cut up the vegetables? How are we going to turn the vegetables into a soup? What happens to the vegetables once they are cooked?</p> <p><b>At home you can talk about the vegetables you like and dislike. Maybe you could try a new vegetable.</b></p>	<p>*To experiment with different ways of moving. The children will learn the scarecrow song and add movements to match the words. They will also have the opportunity to make up a wedding dance for Betty O' Barley and Harry O' Hay.</p> <p>*To handle tools safely and with increasing control. As a class we will be making and tasting vegetable soup. The children will be talked to about the importance of hygiene and safety when preparing food. The children will cut their own vegetables using a small sharp knife. We will use a soup maker to make our soup and the children will be encouraged to have a taste of the vegetable soup. We will also be discussing the importance for variety in food.</p> <p><b>At home you can make your own vegetable soup or vegetable dish to share with your family.</b></p>

Literacy	Mathematics	Understanding the World	Expressive Arts & Designs
<p><b>*Read, Write, Inc.</b> - The children will continue to work daily in their ability groups.</p> <p><b>*To sequence an event through pictures of words.</b> The children will be asked to sequence the vegetable planting activity through pictures and words. What did we do 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>? Can they remember the vegetables we planted?</p> <p><b>*To spell words by identifying sounds in them when writing a list.</b> The children will be encouraged to write a list of all the ingredients that went into our vegetable soup. What vegetables did they like/dislike and why?</p> <p><b>*To demonstrate an understanding of what has been read to them by retelling stories using their own words and recently introduces vocabulary.</b> Linked to EAD the children will retell the Superworm story using story props that they have made.</p> <p><b>At home you can sequence how you made your vegetable soup or vegetable dish.</b></p>	<p>White Rose Maths - Growing 6, 7 &amp; 8. <b>*To compare length, height and breadth and to use the mathematical language associated with this.</b> The children will begin to use the language to describe length and height. For example, the tree is tall, the pencil is short. When making comparisons the children will be encouraged to use more specific mathematical language (longer, shorter, taller, shorter, wider, and narrower). The children will be encouraged to make indirect comparisons using objects such as blocks or cubes to measure the items.</p> <p>White Rose Maths - Growing 6, 7 &amp; 8. <b>*To order and sequence important times in their day and use the correct language when describing events.</b> <b>*To learn the days of the week.</b> The children will continue to order and sequence important times in their day and use the language such as now, before, later, soon, after, then and next to describe when events happen. They may begin to recognise that regular events happen on the same day each week and use the vocabulary yesterday, today and tomorrow</p>	<p><b>*To explore the natural world around them, making observations and drawing pictures of what they see.</b> <b>*To understand some important process and changes in the natural world around them.</b> As a class we will be planting some vegetable in our vegetable patch. The children will learn how look after them and will be encourage to observe and record the changes that they see.</p> <p><b>*To talk about the lives of people around them.</b> The children will be asked to find out about their parents/grandparents wedding. What happened on their special day? What did they wear, eat etc? We will be looking at the similarities and differences between the different weddings we hear about.</p> <p><b>*To learn some similarities and differences between things in the past and things now.</b> The children will be looking at the history of the tractor. They will have the opportunity to look through books and to as a class search the internet. What were tractors used for years ago and how are they used today? Has the tractor changed over the years? The children will learn what tractors are used for and the name of the tractor.</p>	<p><b>*To initiate new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences.</b> Linked to PD the children will have lots of fun thinking of movements to add to the scarecrow song and making up their own wedding dance.</p> <p><b>*To safely use and explore a variety of materials, tools and techniques when making a scarecrow.</b> The children will have a go at making their own scarecrows to put into our vegetable patch. They will have to think about the materials they need to use as the scarecrows will be outside</p> <p><b>*To make story props for role playing characters in a story and to perform stories with others.</b> The children will have the opportunity to make story props from the Superworm story and then with their classmates perform parts of the story.</p>

<p>This can be done through pictures and/or words.</p>	<p>At home you can compare length, height and breath. You can use household objects or your toys.</p>	<p>At home you can find out about your parents/grandparents wedding. What happened on their special day?</p>	<p>At home you can make your own scarecrow to put into your garden to protect the vegetables you planted.</p>
<p><b>SPRING TERM</b> <b>THEME: Easter</b> <b>WEEK 5</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><i>*To set and work towards simple goals.</i> This week the children will be participating in a range of Easter crafts and activities where they will have to set and work towards simple goals without giving up.</p> <p><i>*To be confident to try out new activities and show independence, resilience and perseverance in face of a challenge.</i> The children will have new activities to carry out this week linked to our Easter theme. The children must show confidence to give new activities a try.</p> <p><b>Jigsaw</b> <i>*To learn to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</i> The children will discuss why it is important to wash our hands and what can happen to us if we do not. They will practise washing their hands thoroughly.</p> <p><i>*To know what a stranger is and how to stay safe if a stranger approaches me.</i> The children will discuss who is a stranger, what a stranger looks like and establish they can be anyone we do not know. We will talk about what to do if they meet strangers in different situations.</p>	<p><i>*To make comments about what they have heard and ask questions to clarify their understanding,</i> The children will listen to an age appropriate Easter story where they will then be given the opportunity to talk about what they have heard to clarify their understanding.</p> <p><i>*To hold conversation when engaged in back and forth exchanges with their teachers and peers.</i> The children will be encouraged to talk about how Easter is celebrated in their home. Is there an Easter tradition that they have? Hot cross buns on Good Friday? Easter Egg Hunts on Easter Sunday?</p>	<p><i>*To demonstrate strength, balance and coordination when hopping.</i> The children will learn to hop like a bunny and then to hop on one leg. Can the children hop in one place and then travel whilst hopping? Is one leg easier to hop on than the other?</p> <p><i>*To use a range of small tools, including scissors and paintbrushes carefully and to show accuracy when drawing.</i> These fine motor skills will be developed whilst carrying out a range of Easter crafts and activities.</p>

	At home you can work hard to complete some Easter crafts.	At home you can talk to your grown-ups about how Easter is celebrated in your home.	At home you can practise hopping like a bunny and then on one leg.
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p>*Read, Write, Inc. - The children will continue to work daily in their ability groups.</p> <p>*To write recognisable letters, most of which are correctly formed.</p> <p>The children will be writing an Easter message to put inside their Easter card.</p> <p>At home you can make some Easter card to give to different family members.</p>	<p>White Rose Maths - Building 9 &amp; 10</p> <p>*To learn the names of some 3D shapes and the mathematical terms to describe them.</p> <p>*To explore the similarities and differences between 3D shapes.</p> <p>*To identify 3D shapes in the outdoor environment.</p> <p>Children will naturally explore and manipulate 3D shapes through block play and modelling. The children will now begin to learn the name of some 3D shapes (Cylinder, Cube, Cuboid, Sphere, Cone and Pyramid) and the mathematical terms to describe them. They will begin to explore similarities and differences between the shapes and start to identify them in the outdoor environment.</p> <p>At home you can have your own 3D shape hunt inside and outside of your home.</p>	<p>*To learn about the customs and traditions associated with Easter.</p> <p>*To know some similarities and differences between different religious and cultural communities in this country,</p> <p>The children will learn about the customs and traditions associated with Easter. This will be carried out through discussions, stories, videos and class visitors. The children will be encouraged to talk about what they have learnt and their understanding of the celebrations.</p> <p>At home you can share your own knowledge and understanding about Easter to your grown -ups.</p>	<p>*To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>The children will develop these skills whilst carrying out a range of Easter crafts and activities.</p> <p>At home you can carry out a range of Easter crafts to display in your home.</p>

<p><b>UNICEF - Rights of the Child</b></p> <p>Articles covered in Spring Term Planning:</p> <p>*Article 3 - best interests of the child</p> <p>*Article 12 - respect for the views of the child</p> <p>*Article 13 - freedom of expression</p> <p>*Article 17 - access to information from mass media</p> <p>*Article 31 - leisure, play and culture</p>	<p><b>Safe Practice in PE.</b></p> <p>p.216 - Staff should always change into appropriate clothing and footwear.</p> <p>p.212 - Fitness watches and sweat bands should be removed along with all personal effects excluding those with religious connections.</p> <p>p.216 - Gymnastics and Dance must be performed in bare feet.</p> <p>p. 139 - Mats should only be used for jumping on and not as a safety mat for failing.</p> <p>p. 139 - Four infant and EYFS children should carry a mat by the edges not the corners.</p>
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