Mathematics

*Know that the last number reached when counting a small set of objects tells you how many there are in total.

*Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Encourage cardinality when planting seeds.

*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'.

*Make a role play shop/garden centre and encourage counting 'coins' and flowers and different quantities.

*Begin to notice different sizes and use simple measurement to find out which beanstalk is tallest.

PSED

*Children will take responsibility for the care of our seedlings.

*Notice and discuss the differences between each other; height, hair colour.

*Link to healthy eating and exercise to help our bodies grow.

*Talk about change as we grow, Link to TVHC

Literacy/Phonics/Little Wandle

- *Experimenting with voice sounds
- *Continuation of oral blending games
- * Identify initial sounds u r h f l j
- *CVC Oral blending

JACK

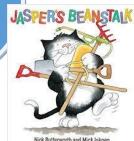
- *Recognise the capital letter at the front of their name.
- *Begin to make marks similar to the letters of their name
- *Use pictures from familiar books as clues when retelling the story

*In Key Worker time, share information books about growing, spring etc

*Continuation of daily Book Banter (3 pm share a story and then read individually or in pairs a story of your choice) One child to have the responsibility of handing out books and tidying away. (Book Monitor)

of Spring





Communication and Language

*Children will understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

*Children will use 'I wonder what will happen if' and answer questions like 'what will happen if I water this plant?', 'what will happen if I don't water it?'

*Children will use their personal experience to share knowledge about growing plants.

*Children will explore and discuss various spring-themed resources such as blossom and spring flowers.

*Set up a garden centre role play and provide opportunities for gardening and planting. Children will be encouraged to take turns, start conversations and organise their play.

*Take the children on a spring walk, listen to sounds of nature.

Expressive Arts and Design

*Children will use their imagination in play; make a garden centre with plants

*Make a nest for a chick

*Look at some spring flowers and paint my own version.

*Make a Mother's Day card for someone I

*The children will self-select resources to make an Easter Bonnet.

Sparkling start:

Let's look for signs of Spring!

Marvellous Middle:

Let's plant some spring flowers and learn how to care for them!

Fabulous Finish:

Let's perform a spring dance!

Understanding the World

*Daily discussion about the weather, day of the week and month of the year.

*Plants seeds and notice what they need to grow.

*Notice and explore signs of spring and growing plants.

*Look at different life cycles (frog and caterpillars). Create a pond scene in a tuff tray using bubble wrap,

Create a pond scene in a tuff tray using bubble wrap plants and small world frogs

*Explore and celebrate different springtime festivals. (Holi, Easter and Mother's Day)

Physical Development

- *Forest School sessions
- *Daily wake and shake up sessions
- *Gross motor activities outside climbing frame, bikes, assault courses, bats and balls, mini hurdles
- *Learning to run, ride, climb, jump and balance safely
- *Sand and water play
- *Daily mindfulness / yoga
- *Children will use large muscle movements by creating dance with colourful streamers (using Vivaldi's The Four Seasons)
- *Select tools for planting, use gross motor movements for digging and fine motor skill for planting seeds.