

Key Vocabulary:

Seasons: Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, leaves, light, dark, night, day, season, moon, sun.

Plants: Tree, petals, trunk, fruit, branch, roots, leaves, bulb, bud, shoot, flowers, seed, stem, plants, grow, soil, sunlight, vegetable, water.

Senses: See, hear, smell, taste, feel, touch.



RE: During our RE topic of 'Desert to Garden' children will think and talk about the season of Lent and Easter, learning that Easter celebrates new life and identifying simple religious symbols. Children will explore how people around the world celebrate through a variety of stories and hold their own Mardi Gras parade. Using the stories The Greatest Commandment and The Good Samaritan they will think about how they can show love in different ways.

RSE Live Life to the Full – Emotional well-being – An understanding that everyone experiences feelings, both good and bad, is explored. We will think about simple strategies for managing our emotions and feelings.

Past and present:

Not covered specifically within this focus.

The Natural World:

We will enjoy exploring plant growth first hand by experimenting, planning to improve our outdoors and using and understanding scientific vocabulary. 'How do seeds grow?' and 'What are the best conditions for growing?' form part of our focus.

People Culture and communities:

Not covered specifically within this focus.

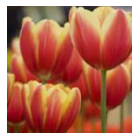
Technology: We will be using our ipads to take pictures of signs of Springtime and using our class computer to find out facts about growing seeds. Using 'Chatterpix' we will create simple voice recordings from our focus text 'Supertato', learning to capture sound and match to a picture.



Moving and Handling:

Fine Skills – Letter formation will continue through specific 'Read Write inc' phonics sessions and Literacy sessions. Capital letters will be taught through handwriting. The children will be challenged in their provision with access to finer paintbrushes, smaller items for assembling, such as, split pins and a larger range of scissors.

Gross Skills – In PE children will be working on aiming towards targets. We will focus on working in partners and taking it in turns to hold a hoop whilst our friend throws. We will also be encouraging the children to make a range of identifiable movements and link these together in our 'dancing toys' sessions.



BIG Question: How does your garden grow?

Reception class will be exploring their outdoors environment through using their senses. We will be identifying the signs of Spring, such as, spotting shoots and buds growing. Reception class will then consider how seeds grow and learn about this through observation, questioning and experimentation. Important scientific vocabulary will be introduced and plans made to improve our outdoors by then planting and growing seeds.

Cultural Capital: We will using our wonderful school grounds to spot signs of Springtime. We will enjoy exploring signs of Spring in the school sensory garden. Through our Literacy, we will taste some fruits which may be new to us. We will make plans to design and then improve our Reception outdoors area by planting seeds. We will also have the opportunity to join in with 'Science week', the 'Spring flower show' and 'World Book Day'.



Personal, social and emotional:

Building Relationships – The children are encouraged to hold back & forth conversations, listening to peers ideas and responding appropriately. We will be focusing on showing an understanding of another child's perspective in our discussion whilst using our social curriculum texts. We will be practising taking turns with a little support from an adult or with systems in place, such as, sand timers.

Managing Self – The children will continue to build on their dressing skills for PE. We will also be discussing making healthy food choices and why this is important for our bodies as we grow.

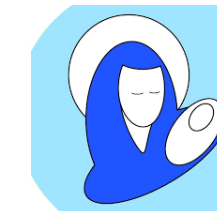
Self-Regulation – The children will now be able to follow more two-step instructions. They will be working on waiting with increased patience when necessary and controlling their feelings. They will begin to solve small conflicts through speaking to each other and being assertive, e.g. "Can I have a turn when you are finished?"

Being imaginative and expressive: In our Music sessions we will be listening and responding, exploring and creating using voices and instruments, as well as sharing with each other. We will focus on pitch rising and falling, whilst listening to 'The Blue Danube' and 'Cuckoo Polka'. In imaginative play, the children will be encouraged to join in our gardening centre role play, practice key vocabulary and develop their storytelling skills.

Creating with materials: We will provide the children with plenty of opportunity to observe and colour mix this half term, through identifying colours and shapes of daffodils and tulips. We will take inspiration from Cezanne and Kandinsky's bold brushstrokes in order to create our own artwork. Making bird feeders to encourage wildlife to our outdoors and producing artwork for a purpose will also form part of our focus this half term.

Playing and exploring, Active learning and creating and thinking critically

in all of our learning. We love working with our children to provide opportunities through provision to learn. We enjoy seeing the learning created by our class and follow their interests to encourage development of 'having a go' and encouraging idea development.



Trips, Visitors and our Local Area:

This half term we are looking forward to inviting you in to celebrate World Book day with us. We will also be taking a trip to our local firestation.

Communication and Language:

Listening, Attention and Understanding – The children will build on their vocabulary banks and be encouraged to use vocabulary within provision. They will approach tasks in small groups, as well as partner work. Listening to what has been said and waiting for the person to stop talking before responding will be a focus for us. **Speaking** – We are encouraging question asking this term and giving the children every opportunity to compose their own and ask them in real life opportunities. We will make up and share our own stories and organise our speech through our instructional focus in Literacy.



Literacy:

Our successful 'Read write inc' sessions will continue. They will learn Set 1 digraphs, such as, 'ch', 'sh', 'th' and move towards learning Set 2 sounds. We will begin with some wonderful storytelling about 'Handa's Surprise', learning it verbally and then changing the setting of the story for our own versions. We will be using every opportunity to write, including, instructions to make a bird feeder and wanted posters about the 'evil pea' in 'Supertato'. We are encouraging short sentence writing of at least four words and will be showing the children how to use fingerspaces to separate their words and full stops to finish.

Maths: We will look at number bonds to 10 using a variety of representations. Children will progress from seeing concrete representations to pictorial representations, finally using counters on a ten frame to show all number bonds to 10. They will answer 'how many altogether' and 'how many more' questions. We will then continue to explore subtraction, now looking specifically at the number bonds to 10. These are shown using counters and the part-whole model, which have both been used before. Children begin to work with subtraction number bonds, following the 'missing part' structure. We will finally focus on recognising, continuing and building simple patterns. Children will have the opportunity to learn about AB patterns specifically. They will be encouraged to discover that patterns can be created using various shapes, colours, sizes, actions and sounds.