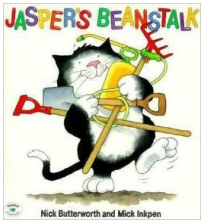
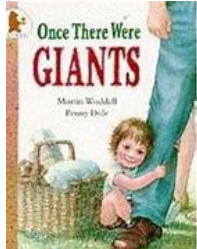
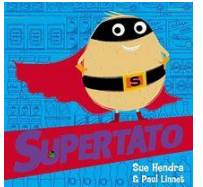
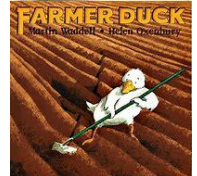
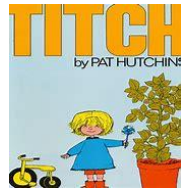
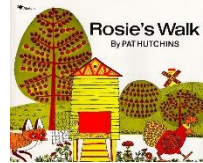
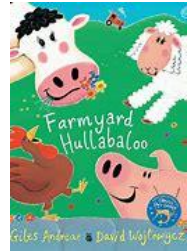
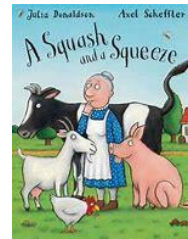




Spring 2: What can you see down on the farm?

Skills	Vocabulary	Non-negotiables	Suggested Activities	Core Texts
<p>Communication and Language</p> <ul style="list-style-type: none"> - Recall familiar events using sequenced illustrations as prompts. - Begin to accurately use time conjunctions when recalling events and telling stories. - Process language which includes adjectives, verbs and positional vocabulary. - Answer open ended or speculative questions. - Recall and define specialist vocabulary for the half term. 	<p>First, next, then, after that, later, finally, at the end of.</p> <p>On top, under, behind, next to, in front of, beside.</p> <p>Evil, villain, hero, cunning, nasty, courageous.</p> <p>Seed, soil, compost, trowel, rake, mow.</p> <p>How? Why? When?</p> <p>Grow,</p>	<p>Use the terms: First and next when re-telling an event or story.</p> <p>Answer simple questions and begin to extend their answers.</p> <p>Understand the concepts: on top, under, behind.</p>	<ul style="list-style-type: none"> • Story map farm trip. • Read the core texts – focus upon adjectives, verbs and positional language. • Describe Evil Pea and Supertato. • Orally compose instructions for planting a seed. • Model answering questions using because and maybe. • Songs, rhymes and poems: One man went to mow, Old Macdonald, The farmer's in his den, Party in the barn, 	
<p>Physical Development</p> <ul style="list-style-type: none"> - Control gardening tools including watering cans. - Control printing tools to create a desired effect. - Develop control of body movements through physical literacy. - Select appropriate method to join materials. - Use scissors to cut and stop at an agreed point accurately. 	<p>Trowel, rake, watering can, water butt, spade</p> <p>Balance, beat, rhythm</p> <p>Repeat, print, continue</p> <p>Attach, stick, secure, roll, twist</p> <p>Run, jump, skip, hop, perform, dance, beat, music, rhythm.</p>	<p>Cut and stop at an agreed point.</p> <p>Enjoy moving to pieces of music.</p> <p>Sit at a table with good posture.</p> <p>Form most letters correctly.</p> <p>Form numbers to 10 correctly.</p> <p>Draw around a stencil.</p>	<ul style="list-style-type: none"> • Make a paper beanstalk with rolled paper and twisted crepe paper. • Dance Unit for PE • Repeating pattern prints – vegetable printing. • Planting seeds. • Make a cape for Supertato (cutting tassles) 	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - Demonstrate an understanding of how feelings affect their bodies. -Work in small groups during turn-taking games and tasks. - Articulate how to solve problems. - Talk about themselves in a positive manner. - Can talk about their own ideas and listen to the ideas of others. - Set short personal goals. 	<p>Angry, excited, jealous, sad, unfair, rage, unkind</p> <p>Wait, your turn, my turn,</p> <p>Patient, kind, gentle</p> <p>I like your idea for....</p>	<p>Take turns when playing a game in a small group.</p> <p>To be able to say one thing they are good at and one thing they can't do yet.</p>	<ul style="list-style-type: none"> • PSHE – Ten Ten • On-going through daily routine. • Play turn taking games in continuous provision. 	
<p>Literacy</p> <ul style="list-style-type: none"> - RWI Set 2 - Read simple phonically regular captions and sentences. - Write simple sentences with regular words including those with digraphs. 	<p>First, next, then, after that.</p> <p>Seed, soil, compost, trowel, rake, mow, instructions, speech bubble</p> <p>Evil, villain, hero, cunning, nasty, courageous</p>	<p>Orally re-tell the Easter story.</p> <p>Oral recount of the visit to the farm using time connectives.</p> <p>Use their knowledge of sounds to write words/sentences appropriate to their RWI level.</p>	<ul style="list-style-type: none"> • Orally compose and write instructions – how to plant a seed. • Write speech bubbles for Evil Pea and Supertato • Retell story of Farmer Duck – write speech bubbles to show what the characters are saying. • Write a recount of the visit to the farm. • Sequence and write the Easter story. 	

	'Sleepy, weepy, and tired' 'stole down the hall' Good Friday, Easter Sunday, Lent, cross, Jesus			
Mathematics - Count forwards and backwards within 20. - Combine two groups to work out how many there are altogether. - Composition of 6, 7, 8, 9 and 10 partitioning and recombining. - Explore number bonds to 10. - Compare sets of items and say whether they have more, fewer or the same number of items as another set. - Narrate the pattern of the week. days of the week, today, yesterday, tomorrow, weekend - Recognise and name simple 3D shapes and explore their properties. - Recognise, copy and continue more complex patterns.	Days of the week, today, yesterday, tomorrow, weekend. Altogether, add, more, fewer, same 3D shape names Pattern, repeat, copy, continue. Over, around, under, through, on top, next to, beside, in between	Combine 2 groups. Recognise and represent numbers 1-10 with objects, marks, and numerals. Understand the composition of 6 and 7.	<ul style="list-style-type: none"> Repeating patterns, vegetable printing, body percussion patterns. Talk about patterns and predict what will come next. Explore different ways of making 6, 7, 8, 9 eg, towers with cubes, dominoes, natural objects, tens frames Number bond bus, number bond jungle Sing the days of the week songs, talk about the school week. Identify simple 3D shapes, junk modelling activities and build models talking about the shapes they use. Sort a selection of real objects according to their shape. Investigate which 3D shapes can roll down a ramp. 	
Understanding the World - Identify similarities with babies and four year olds. - Describe how people change from 0-4. - Identify similarities and differences between 4 year olds and adults. - Describe the re-enactment of the Easter Story. - Know the names of farm animals, their young and identify their features. - Know the lifecycles of a chick and a bean plant. - Describe and recall life cycles. - Describe changes to trees and woodland plants in Spring. - Know and demonstrate how to care for seedlings.	Change, baby, child, teenager, adult, grow, develop, past, future, present Life-cycle, chick, egg, hatch, shell, feathers, chicken. Bean, plant, grow, seedling Farm animals and their young.	Know 3 things they couldn't do as a baby but can do now. To be able to talk about growing plants from seeds. To be able to name some animals that live on a farm.	<ul style="list-style-type: none"> Plant beans and sunflower seeds. Care for and nurture seeds to develop understanding of what plants need to grow. Life cycle of a bean. Visit to Hall Hill Farm Name animals and their young. Life cycle of a chick. <p>*PSHE and RE covers how humans grow and change from babies to adults.</p>	
Expressive Arts and Design - Manipulate materials (paper/card) to achieve a planned effect. - Speak and act in role. - Retell episodes from a known story with dialogue. - Memorise short, choreographed dances. - Create new colours by mixing. - Explore colours, patterns and compositions when combining materials in collage. - Explore what happens when paint colours mix. - Explore the work of a famous artist.	Colour, mix, combine, lighter, darker, primary, secondary. Landscape, natural, select, arrange, place, 3D, object, explore, collect, sculpture. Cut, stick, rip, tear, combine, glue, paste,	Mix new colours Select resources for planned effect.	<ul style="list-style-type: none"> Retell the story of Supertato and Evil Pea – act out characters. Colour mix to create colours to make Evil Pea and Supertato. Use materials to create a collage effect face for Supertato and Evil Pea. Songs – Farmer in his den, Old McDonald, Dingle dangle scarecrow. Role play area – farm shop. Small world area – farm. 	

	join, twist, scrunch, straight, wavy, curved.		<ul style="list-style-type: none"> • Make a seed packet – folding paper, attaching paper. <i>Additional – Mother’s Day Cards, Easter Cards, Dance festival.</i> • Explore the artwork of Van Gogh. 	
<p>Curriculum Enhancements</p> <ul style="list-style-type: none"> • World Book Day • Science week • Farm Visit 		<p>RE Curriculum – Come and See</p> <ul style="list-style-type: none"> • Eucharist – Relating: Gathering • Lent/Easter – Giving: Growing 		