

## Vocabulary

spring	buds
blossom	grow/ing
milder	blooming
emerging	sprouting
flower/ing	bulb
daffodil	tulip
bluebell	snowdrop



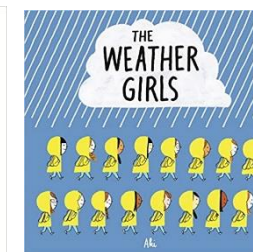
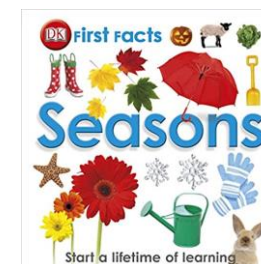
**Aspiration and significant people**  
**Scientist** Isaac Newton was sitting under a tree in an orchard when he saw an apple fall to the ground. He wondered why it fell.

**LOVE GOD, LOVE OTHER LET YOUR LIGHT SHINE**

*Famous Quote:* Spring is when life's alive in everything. -Christina Rossetti



## Book List



## Outdoor learning

Literacy: Provide some shallow trays of soil or mud and encourage the children to explore mark making and practise letter formation.

EAD: Encourage the children to make some temporary natural models by using springtime objects e.g. leaves, flowers, petals and feathers. Challenge them to make models and sculptures and record their work by taking photos of their finished creations.

## Parental Engagement

Reduce, reuse and recycle. Create a spring picture using Junk.

Mothering Sunday –Afternoon Tea.

## Enrichment

Children look at how they can protect the environment.

Plant some seeds...observe what happens.

Visit a garden centre.

## Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others



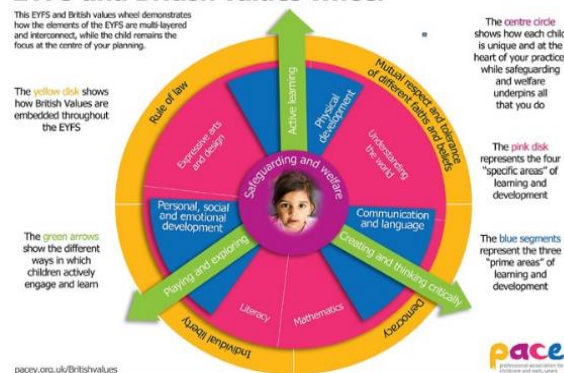
## Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
  - Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
  - Verbally count beyond 20, recognising the pattern of the counting system;
  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## EYFS and British values wheel



## Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Personal, Social and Emotional Development

*What we do at school:* Our Value is **Trust**. We will learn what the word means, and how we can show it. (FE/HR/VD/RR)

*How you can help:* Talk to your child about their feelings and encourage them to use different words to express themselves. Talk about why they are feeling this way, and how their body is feeling at that moment.

## Cool Communication and Language

*What we do at school:* We will be talking in full sentences to describe the environment in Springtime. We will be asking questions using “where”, “what” and “why”.

*How you can help:* Look at different books and talk about. Model talking in full sentences and encourage them to use describing words.

## Physical Development

*What we do at school:* We will be experimenting with different ways of moving. We will be talking about what plants need to grow.

*How you can help:* Make small and large movements to Spring from the Four Seasons by Vivaldi. Find out what we need to do to keep our bodies healthy.

## Lovely Literacy

*What we do at school:* We will continue our daily phonics and handwriting lessons. We will be thinking of words to describe plants we see in the Springtime.

*How can you help:* Practice handwriting at home, remembering fantastic formation and sitting in your perfect writing position.



## Marvellous Mathematics

*What we do at school:* We will be learning to say number bonds to 5 and some to 10. We will be counting out amounts to match the number. We will be talking about the height of different flowering plants.

*How you can help:* Look at different plants in the environment. Talk about their height. Use vocabulary such as shorter than/taller than/shortest/tallest to describe them.

## Understanding the World

*What we do at school:* We will be learning to explore our natural world and talking about what has changed in the environment now.

*How you can help:* Go on a walk in a park, a wood or a forest. Talk about what has happened to the plants and trees. How are these environments different to where you live?

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

## Expressive Arts

*What we do at school:* We will be using different tools safely to be Creative Chameleons. We will also be using different materials and techniques to be creative. We will be learning about artists who created artwork related to Spring.

*How you can help:* Look at different plants in the environment. Be an artist like Vincent Van Gogh and Claude Monet and paint what you see. Talk about what happens when you mix colours.