| Dates | **week 1****24/02** | **week 2****3/03** | **week 3****10/03** | **week 4****17/03** | **week 5****24/03** | **week 6****31/03** |
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| Events / info | **26 /2 & 27/2 parents evening** **No P.E****RSHE: Worry Monster (2 sessions)****Topic 1 Beans** | **World Book Day Thurs 6th****Weds 5th - Mass in church 10.15am****Weds 5th March: Becky Forest School Training 1-3.30pm****P.E 1****RSHE: PANTS****Topic 2 Bean plant**  | **Arrival of chicks this week****Topic 3: Chicks****P.E 2****RSHE: Growing up** | **Trip to Lincolnshire Wildlife Park 19/3****Topic 4 Practise & Deliver Chick presentation****No PE (trip)****No RSHE** | **Friday 28th March****Mothers Day Coffee afternoon****Mothers Day 30/3/25****No P.E (Hall not available.)****RSHE Mother’s Day Cards****Topic 5 & 6 Sunflowers** | **Signs of spring hunt****Easter Activities****Friday 4th: Easter Presentation 9.30am and 2pm****P.E 3****RSHE - Easter story and cards****Topic 7 Signs of spring** |
| Outside Tuff Tray | **Maths: Odds and Evens socks*****Exploring:***Descriptive vocabulary, counting, matching, odd one out? Odds and Evens, grouping. | **Maths: Combining groups**Using fold over cards and tens frames to make ten frame representations of pictures.Water tray: |  |  |  |  |
| Nursery Rhymes / Songs | It’s Raining, It’s Pouring | Rain Rain Go Away | Ring A Ring O’RosesI’m a little chick | Mary Mary Quite ContraryParts of a flower songWhat a plant needs to grow song | Mulberry BushWhat a plant needs to grow song10 Little Dinosaurs10 Little Ducks1 potato, 2 potato, 3 potato, 4… | Incy Wincy Spider |
| UTW Sticky Knowledge | I know what a bean plant is and how to plant one. | I know that my bean will grow into a plant which will grow a flower and then a pod. | I know that a life-cycle of a hen begins from an egg, grows into a chick and then a chicken. | I know a plant needs light, air, soil, space and water to grow. | I know that the season is changing to Spring. I know that some trees blossom in Spring. | I know what a daffodil and tulip looks like. |
| UTW Learning IntentionsLet’s grow | **Session 1:**I know what a bean plant is and how to plant one. I know how to describe how the bean looks.**Session 2:**I know what equipment I need to grow a bean plant.I know how my bean plant will change as it grows. | **Session 3:**I know how my bean plant will change as it grows.I know how to create and label a diagram of a bean plant | **Session 4:**I know the lifecycle of a chicken.I know some basic facts about chicks and chickens. | **Assembly**I can perform in a class assembly explaining our observations about our chicks.. | **Session 5:**I know what a sunflower looks like. I know how to plant a sunflower seed.I know how to mix colours to paint a sunflower.**Session 6:**I know what my sunflower needs to grow | **Session 7:**I know some spring changes.I know some spring flowers. |
| Book links | Jack and The Bean StalkMy Bean Diary | Jasper’s Beanstalk | Cocka moo moo! | Little SunflowerSpring Board book | When Spring comes |  |
| Development Matters Links- UtW | Three and four year olds will be learning to:Reception children will be learning to: |
| Expressive Arts and Design\*Creative Area\* | Worry monster materials left out for child initiated designs. | Make a giants head | Toilet roll beanstalksspring flowers (cut outs and lolly pop sticks.) | Free painting spring flowers | Flower stencils |  |
| Expressive Arts and Design\*Adult-led creative activity\* | Worry Monster. | Paint a Giant (TFW) | Painting daffodils (mother’s day card.) | Painting sunflowers | Flower pressing | Easter cards |
| Development Matters Links-Expressive Arts and Design- creative table | **Expressive arts & design:**Three and four year old will be learning to:* Explore different materials freely, to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.

Reception children will be learning to:* Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Return to and build on their previous learning, refining ideas and developing their ability to represent them.
* Create collaboratively, sharing ideas, resources and skills
* Sing in a group or on their own
* Develop story-lines in pretend play
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| Jigsaws / Games | Jack and the Beanstalk race to 8 game.Letter cubes - to make cvc and cvcc words for Jack and the Beanstalk. | Worm race game - who can make the longest worm?Letter cubes - to make cvc and cvcc words for Jack and the Beanstalk. | Beanstalk game - who can make the biggest beanstalk?Letter cubes - to make cvc and cvcc words for Jack and the Beanstalk. | Duplo flowersJack and the Beanstalk colourful semantics (Jack, the Giant & Jack’s mum.) | Spring phonics puzzles | Spring phonics puzzles |
| Role play & Small World | **Home Corner will remain constant this term - seasonal enhancements** **Chinese New Year / Easter** |
|  ‘Jack and the Beanstalk’ Role Play & Small world.  |
| Development Matters Links-Small world/ topic table | **Communication and Language:**Three and four year olds will be learning to:* Use a wider range of vocabulary.
* Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Reception children will be learning to:* Use new vocabulary through the day
* Articulate their ideas and thoughts in well-formed sentences
* Connect one idea or action to another using a range of connectives.

**Expressive arts & design:**Three and four year olds will be learning to:* Take part in simple pretend play, using an object to represent something else even though they are not similar.
* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.

Reception children will be learning to:* Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Develop storylines in their pretend play

**Understanding the world:**Three and four year olds will be learning tol:* Use all their senses in hands-on exploration of natural materials.
* Explore collections of materials with similar and/or different properties.
* Talk about what they see, using a wide vocabulary.

Reception children will be learning to:* Explore the natural world around them.
* Compare and contrast characters from stories.
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| Maths (enhanced provision) | Jack and the Beanstalk race to 8 game.Butterfly doubles numicon in tuff tray.Butterfly doubles finger painting & pom pom fine motor. | Tuff tray: 10 frame cards - combining 2 groups. | Making a beanstalkTuff tray: Magic bean game (building the biggest beanstalk)Drawing round each other (height comparison.)Challenge 1 minute cards | Circle game - 9 and you’re out & 10 and you’re out!Interlocking cube challenge 0-9Book votingHandful of cubes - estimate amount and then check on 10 frame. | Circle game - 9 and you’re out & 10 and you’re out!Interlocking cube challenge 0-91 more and 1 less tuff tray gameNumeral / representation bingo.1 more - panda online game |  |
| Objective Led WR Maths-Learning Intentions | I am beginning to know that a pair is two. I am beginning to know how to find and make pairs.I am beginning to know the concept of doubling and that this means ‘twice as many’.I know how to build on my knowledge of finding a double by physically making them using manipulatives and mark-making. I know how to combine two groups to find how many there are altogether.  | I know how to combine two groups to find how many there are altogether. I know how to explore objects and begin to use the language of length to describe them. I know how to build on explorations of length to now make comparisons. I know how to use non-standard objects, such as blocks or cubes, to measure items. | I am beginning to know that height is a type of length. I know how to explore the language of both ‘short’ objects and ‘tall’ objects through experiences.I know how to use the language ‘tallest’, ‘shortest’, ‘taller’ and ‘shorter’ to make comparisons.I know how to build on my knowledge of simple time differences, such as night and day by talking about time in more detail.I know how to use simple strategies to discuss time and then progress to ordering and sequencing simple events. | I know how to build on my knowledge of simple time differences, such as night and day by talking about time in more detail. (Did not complete last week.)I know how to use simple strategies to discuss time and then progress to ordering and sequencing simple events. (Did not complete last week.)I I know how to explore different representations of 9 and 10.I know how to continue to make comparisons with the numbers and amounts to 10. | I know how to explore representations of 9 and 10 and represent them in different ways.I am beginning to develop my conceptual subitising skills and start to recognise the groups in numbers to 10.I know how to build on my skills of finding ‘1 more’ with numbers to 8 by now recognising this pattern with the numbers to 10.I know how to build on my skills of finding ‘1 more’ with numbers to 10 to finding ‘1 less’ with numbers to 10. |  |
| Maths DM/WRM links | Documented within White Rose Scheme EYFS. |
| Maths-Linked Storytime Books. | Simon Sock by Sue Hendra and Paul LinnetDouble DaveTwo of EverythingDon’t forget the bacon By Pat Hutchin | Animals on board - Stuart J MurphySuperworm - Julia DonaldsonI can only draw worms | Tall - Jezz Alborough The Giraffe who got in a knot5 Minutes Peace!Jill MurphyIn a minute Mr Wolf’s week | 9 naughty kittensCockatoos | Counting to 10 - a number counting story10 little rubber ducks |  |
| RWI Phonics | In group 1, children are learning to:* Review Set 1 Sounds, especially special friends (reading only)
* Read 4/5 sound words: Word Time 1.6 and 1.7
* Read Word Time 1.1 to 1.5 using Fred in Head
* Read 3/4 sound nonsense words
* Spell using Fred Fingers

In group 2, children are learning to:* Read set 1 Special Friends
* Read words with Special Friends: Word Time 1.5 and 1.6
* Read Word Times 1.1 to 1.4
* Read 3-sound nonsense words
* Spell using Fred Fingers

In group 3, children are learning to:* Read 25 Set 1 sounds
* Blend orally
* Learn to blend: Word Time 1.1 to 1.4
* Spell using Fred Fingers
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| Objective Led Literacy-Talk for Writing Learning Intentions | **To know how to use investigative questions using what, where, who, why, when.** | **To know how to use actions and a story map to tell the story.** **To know how to use adjectives to describe a character.** | **To know how to act out the story, using props and actions.****To know how to make changes to a well-known story.** | **To know how to make changes to a well-known story.****To begin to know how to ‘box up’ a story.** | **To begin to know how to write the beginning and middle of a story.**  | **To begin to know how to write the beginning and middle of a story.**  |
| Adult led literacy outcome | Make a ‘Wanted’ poster for the giant as a whole class. Think about how we can describe him and write a couple of words underneath.  | Make individual ‘Wanted’ posters for the giant. Think about how we can describe him and write a couple of words underneath.  | Create own story maps based on the innovated class story map. Give each child a template with the road on and space to draw each part of the story map. | Continue with story maps from last week, if unfinished.Boxing up activity in groups of 4 or 5. Shared drawing/ writing in group. | Write up the story following the story map completed last week. Have 4 sections; 1 for beginning, 2 for middle and 1 for the end. Children to draw what happens in each section and write a sentence to match. LA children say what happens and write words/phrases. |
| Literacy DM links | Three- and four-year-olds will be learning to:● Develop their phonological awareness, so that they can: spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother● Engage in extended conversations about stories, learning new vocabulary.● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Reception children will be learning to:● Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.* Read some letter groups that each represent one sound and say sounds for them.
* Read a few common exception words matched to the school’s phonic programme.
* Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
* Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

● Form lower-case and capital letters correctly.● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.* Spell words by identifying the sounds and then writing the sound with letter/s.
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| Role-play DM links | **Communication and Language:**Three- and four-year-olds will be learning to:* Enjoy listening to longer stories and can remember much of what happens.
* Pay attention to more than one thing at a time, which can be difficult.
* Use a wider range of vocabulary.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* Use longer sentences of four to six words.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Reception children will be learning to:* Learn new vocabulary and use new vocabulary throughout the day.
* Articulate their ideas and thoughts in well-formed sentences
* Connect one idea or action to another using a range of connectives.
* Develop social phrases.

**Expressive arts & design:**Three and four year olds will:* Take part in simple pretend play, using an object to represent something else even though they are not similar.
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