| 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’Roses  I’m a little chick | Mary Mary Quite Contrary  Parts of a flower song  What a plant needs to grow song | Mulberry Bush  What a plant needs to grow song  10 Little Dinosaurs  10 Little Ducks  1 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 Intentions  Let’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 Stalk  My Bean Diary | Jasper’s Beanstalk | Cocka moo moo! | Little Sunflower  Spring 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 beanstalks  spring 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 | | | | | |
| 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 flowers  Jack 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. | | | | | |
| 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 beanstalk  Tuff 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 0-9  Book voting  Handful 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 0-9  1 more and 1 less tuff tray game  Numeral / 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 Linnet Double Dave  Two of Everything  Don’t forget the bacon By Pat Hutchin | Animals on board - Stuart J Murphy  Superworm - Julia Donaldson  I can only draw worms | Tall - Jezz Alborough  The Giraffe who got in a knot  5 Minutes Peace!  Jill Murphy  In a minute  Mr Wolf’s week | 9 naughty kittens  Cockatoos | Counting to 10 - a number counting story  10 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 | | | | | |
| 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. | | | | | |
| 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. * 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. | | | | | |