**Spring 2 ‘The Enormous Turnip/Spring/Easter’**

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| Theme | Prior Knowledge  **(Linked to 40-60 months)** | Activities | | Links to the Early Years Foundation Stage Curriculum | What I want the children to remember  **(40-60 months)** | Possible links to the NC |
| **Week 1**  The Enormous Turnip | **Reading:** Children have enjoyed a range of stories about Pirates. They have used the language of stories to role play pirate adventures. | Read the story: The Enormous Turnip  Role play the story using masks  Record the story as a storyboard (Talk for writing)  The Enormous Turnip Story - KS1 Resource  **Writing focus**: My holiday news   * Small word farm with puppets for the story * Role play- farm shop * Junk Modelling- make a farmers tractor * Investigation area- variety of vegetables and seeds * Creative/ Paint a picture of something you did in the holiday make a turnip. * Sand- Seeds in soil | | **Exploring and using media and materials**  **40-60+ months**  Experiments with and understands that different media can be combined to create new effects.  Begins to build a repertoire of songs and dances.  Explores different sounds of instruments.  Understands that different media can be combined to create new effects.  Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.  **ELG :**  Children sing songs, make music and dance, and experiment with ways of changing n them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Being Imaginative**  **40-60 months**  Chooses particular colours to use for a purpose  Creates simple representations of events people and objects  Introduces a story line or narrative to their play  Plays alongside other children who are engaged in the same theme  Plays cooperatively as part of a group to develop and act out a narrative  **ELG:**  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  **The World**  **40-60 months**  Looks closely at similarities, differences, patterns and change.  **ELG:**  Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of plants and explain why some things occur and talk about changes.  **People and communities:**  **40-60 months**  Enjoys joining in with family customs and routines.  **ELG:**  Children talk about past and present events in their own lives and in their lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.  **Speaking**  **40-60 months**  Uses language to imagine and recreate roles and experiences in play situations.  Links statements and sticks to a main theme or intention.  Use talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduce a storyline or narrative into their play.  **ELG:**  Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  **Listening and Attention**  **40-60months**  Two-channelled attention- can listen and do for short span.  Maintains attention, concentrates and sit quietly during appropriateactivity.  **ELG:**  Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  **Understanding**  **40-60 months**  Responds to instructions involving a two-part sequence. Understands humour.  Able to follow a story without pictures or props.  Listens and responds to ideas expressed by others in conversation or discussion.  **ELG:**  Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  **Managing Feelings and behaviour**  **40-60 months**  Understands that own actions affect other people.  Aware of boundaries set and behavioural expectations  Beginning to be able to negotiate and solve problems without aggression  Can usually adapt behaviour to different events, social situations and changes in routine.  **ELG:**  Children talk about how they and others show feelings, talk about their own and other’s behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.  **Making relationships**  **40-60 months**  Initiates conversations, attends to and takes account of what others say  Explains own knowledge and understanding and asks appropriate questions of others.  Takes steps to resolve conflicts with other children.  **ELG:**  Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others needs and feelings and form positive relationships with adults and others children.  **Technology**  **40-60+ months**  Completes a simple program on a computer.  Uses ICT hardware to interact with age-appropriate computer software.  **ELG:**  Children recognise that a range of technology is used in school. They select and use technology for a particular purposes. | **Reading**  **40-60 months**  Enjoys an increasing range of books/ stories  Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books  **Writing**  **40-60 months**  Attempts to write short sentences in meaningful contexts | **Science:** Life cycles:  Frog (Forest school)  Chick  Investigation area- looking at a variety of seeds  Planting a seed.  **D.T:** junk modelling- Make a tractor / Farm animal/ Make a garden / Make a model of Mom/ Make flower pots using egg cartons / Make a home for the Easter bunny  Design a flower pot for mom.  **Art**: Paint pictures of what you did over the holiday/  Draw a turnip/ Make puppets and masks for characters (Enormous Turnip)/ Paint a picture of mom  Make cupcake flowers/ Tissue paper bouquet’s  **ICT:** iPads for recording seasonal changes/ recording peers performances  **Forest School:**  Science: seasons / seasonal changes/ pond dipping  Planting a seed  **Geog:** Environmental changes in FS area  **Music:** Creating songs for Mothers’ Day  Easter songs:  Chick, chick, chick, chicken  Spring Chicken  **R. E:**  Easter story-  Sequence pictures and write sentences about the pictures. |
| **Week 2**  The Enormous Turnip | **Speaking:**  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events through a range of situations such as Jigsaw, stories, retelling of own events.  **Listening**  **40- 60 months**  Listens and responds to ideas expressed by others in conversation or discussion through our Jigsaw themes, story times. | * Go through the talk for writing story board as a class (The Enormous Turnip) * Role play whilst chanting the Talk for Writing – use masks * Practise writing the start of the story together – modelled writing using talk for writing     **Speaking focus**: verbalise the story using correct story language.  **Order the story** of the Enormous Turnip. Individual retell - Use story language to retell –  The Enormous Turnip Story Sequencing  Observe the story language used.   * Small word farm with puppets for the story * Role play- farm shop * Junk Modelling- make a farm animal * Malleable: Enormous turnip playdough mats * Creative- Make puppets/ masks for characters from the story * Sand- Seeds in soil | | **Reading**  **40-60 months**  Enjoys an increasing range of books/ stories  Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books |
| Week 3  The Enormous Turnip | **Writing:**  Writing for a variety of purposes such as riddles about sea creatures, baking pancakes, all about pirates.  Chn have had experience of using phase 3 knowledge to encode. Handwriting patter has been practised.  **Reading:**  Many opportunities to talk about characters in stories and settings. | “The Enormous Turnip” – Recount of the story using talk for writing  Shared writing of middle of story.  Read pre-written ending of story. Can you spot the mistakes?  Show children a good example of one of their beans growing. Recall how they planted the seeds and what they gave the seeds to help them grow. BBC learning clip: <https://www.bbc.com/bitesize/clips/zc62tfr>  Ask children ‘What do seeds need to grow?’Read and act out planting a seed, following Twinkl <https://www.twinkl.co.uk/resource/t-t-859-how-to-grow-a-plant-display-posters?sign_in=1>  How to Grow a Plant.  **Writing focus**: Writing the story of the Enormous Turnip  HA: story in books  MA: three sentences using pictures  LA: one sentence using a picture.   * Small word- design a garden * Role play- farm shop * Junk Modelling- Make a garden using boxes, collage materials, gardening magazine * Creative- Design a flower pot label for the plant pot to give to mum.   (Could be laminated and stuck onto a stick to stick into pot?)  Colour, cut and stick flowers to make a bouquet.   * Writing table: Write sentences for how to plant a seed   Design a flower/ draw name and describe it. | | **Writing** –  40-60 months  Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence.  Links sounds to letters  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Expected- Children use their phonics knowledge to write words to match their spoken sounds  Write some irregular common words  Write simple sentences which can be read by themselves and others.  Uses his/her phonic knowledge to write words in ways which match their spoken sounds.  Writes some irregular common words  Writes simple sentences which can be read by himself/herself and others  Spells some words correctly and others are phonetically plausible  Exceeding  Uses key features of narrative  Spell phonically regular words of more than one syllable, as well as many irregular high frequency words. |
| Week 4  Mothers’ Day | **UW:**  **40-60 months**  Enjoys joining in with family customs and routines – Christmas, Divali and Chinese New Year.  **Beginning ELG**  Knows about similarities and differences between himself/herself and others, and among families, communities and traditions (ELG) such as Diwali, Chinese New Year, Christmas. | My Mum is special because... Share and discuss story “I Love Mummy”.  Pirates Love Underpants – NSPCC awareness week  Circle Time-My mum is special because…  **Writing Focus** Message to go inside Mothers’ Day card- I love my Mom because….   * Make own Mother’s Day cards * Make certificates for the best mom * Creative: Cupcake flowers / tissue paper bouquet’s/ paint a picture of mom * Malleable: scented playdough- make something for Mom. * Sand: write message Mom in the sand. * Junk Modelling: make a model of Mom * Mothers’ day songs and dances / record using ipads. | | PSED MFB  ELG  Talks about how they and others show feelings.  UW  40-60 months  Enjoys joining in with family customs and routines  ELG  Talk about past and present events in their own lives and in the lives of family members  **Reading**  **40-60 months**  Enjoys an increasing range of books/ stories  Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books  **To sequence pictures and retell the Easter Story using Picture prompts**  **Writing** – Depending on ability  40-60 months  Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence.  Links sounds to letters  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Expected- Children use their phonics knowledge to write words to match their spoken sounds  Write some irregular common words  Write simple sentences which can be read by themselves and others.  Uses his/her phonic knowledge to write words in ways which match their spoken sounds.  Writes some irregular common words  Writes simple sentences which can be read by himself/herself and others  Spells some words correctly and others are phonetically plausible  Exceeding  Uses key features of narrative  Spell phonically regular words of more than one syllable, as well as many irregular high frequency words.  **To Write the Easter Story- Write sentences to match the pictures** |
| Week 5  Easter | **UW:**  **40-60 months**  Enjoys joining in with family customs and routines – Christmas, Divali and Chinese New Year.  **Beginning ELG**  Knows about similarities and differences between himself/herself and others, and among families, communities and traditions (ELG) such as Diwali, Chinese New Year, Christmas and Mother’s Day. | Read The Easter Story. (Edited Twinkl PowerPoint) shortened the kS1 story.  Retell the Easter story using the PowerPoint- can children talk about what was happening at each part of the story.  How do we celebrate Easter PowerPoint  **Writing focus**  Inserts for Easter Cards   * Write an Easter card for a friend * Sequence pictures for the Easter story * Write what you have learned about Easter * Creative: Repeating pattern Easter card * Malleable: Easter themed cutting activities * Easter Egg Weaving * Construction: Make props to support retelling of Easter story * Junk Modelling: Make flower pots: plastic cups, pipe cleaners, tissue, tape.- * Small world- Easter garden – use stick puppets to support retelling | |
| Week 6  Easter / Lifecycles | **Writing:**  Writing for a variety of purposes such as riddles about sea creatures, baking pancakes, all about pirates.  Chn have had experience of using phase 3 knowledge to encode. Handwriting patter has been practised.  **Reading:**  Many opportunities to talk about characters in stories and settings. | Model writing sentences to retell the Easter Story – use the story sequencing from previous week.  Signs of new life at Easter time.  Hen life cycle / Hatching / chicks video.  **Writing Focus**: Write sentences to match pictures for the Easter story   * Writing table: Signs of spring/ Sequencing picture of the hen life cycle- write captions for each picture. * Creative: potato printing repeating patterns * Malleable: Chocolate playdough eggs * Sand: Find eggs in the sand- sort the eggs * Creative: Intricate eggs, use the small paint brushes to paint the patterns * Construction: Make Lego eggs * Junk Modellling: make the Easter bunny a home. * Small world- Easter Garden- positional language for finding eggs in the garden. | |
| **Indoor P.E: Multi skills**  **Prior knowledge:**   * Sliding beanbags- across the room/ to a partner/ through their legs/to a target * Throwing beanbags underarm- into the air to catch/ into a hoop (target)/ through a cone held by a partner. * Rolling a ball- to a partner/ between cones/ to a target/ to a wall to receive from a rebound * Hitting a beanbag (as of racket sport) – balance the bean bag on the racket/ Drop and hit/ hit to a target/ hit through a hoop held by a partner * Sliding a quoit   **What I what the children to remember**? | | | Moving and handling  30-50 months  Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  Runs Skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles  Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles  40-60 months  Experiments with different ways of moving  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles  Shows increasing control over an object- pushing, patting, throwing, catching or kicking  Expected ELG  Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.  Health and self-care  40-60 months  Shows understanding of how to transport and store equipment safely  Shows understanding of the need for safety when tackling new challenges | | | |
| **Handwriting**  **Prior Knowledge**  Formation of **George the Giraffe letters, Hamza the Hippo, Katy Koala**  To learn:  **Pippa the Panda, Felicity Fox letters**  Daily writing tasks / handwriting assessments / modelling of correct formation which introducing writing tasks and during phonics sessions.  **What I want the children to remember?** | | | Physical development  30-50 months  Holds pencil/brush between thumb and two fingers, no longer using whole hand grasp.  40-60+ months  Shows increased control over an object in pushing, patting, rolling, pinching etc.  Shows a preference for a dominant hand.  Begins to form recognisable letters  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  ELG:  Children show good control in large and small movements  They handle equipment and tools effectively, including pencils for writing. | | | |
| **Reading and Writing**  Children are taught to read and write during daily phonics sessions. These sessions are taught discretely in order to build on the children’s next steps. During this half term we expect the children to be achieving the following:  **This is dependent on the ability of the cohort and is flexible each year.**  **Apples**   * Revising phase 3 sounds and beginning to work on phase 4. * Confidently read and writing cvc words using **all** phase 3 sounds * Confidently read and write phase 3 tricky words * Begin to read phase 4 tricky words. * Confidently read and write sentences using phase 3 sounds and phase 3 tricky words.   **Kiwi**   * Revising phase 3 sounds, gap plug knowledge of phase 3 sounds * Confidently read and writing cvc words using **most** phase 3 sounds * Confidently read and write phase 3 tricky words. * Confidently read and write sentences using **most** phase 3 sounds and phase 3 tricky words * **Bananas** * Revising phase 3 sounds already taught and being introducing new phase 3 sounds * To read and write cvc words using **some** phase 3 sounds. * Read and write phase 2 tricky words and begin to read and write he she me we be * To read and write captions using **some** phase 3 sounds including phase 2 tricky words and he she me we be.   **Peaches**   * Revising phase 3 sounds already taught and being introducing new phase 3 sounds * To read and write cvc words using **some** phase 3 sounds. * Read and write phase 2 tricky words and begin to read and write he she me we be * To read and write captions using **some** phase 3 sounds (j v w x y z zz sh ch th ng ) including phase 2 tricky words and he she me we be. | | | Reading  40-60 months  Hears and says the initial sounds in words  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Links sounds to letters  Begins to read word  Expected- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.  Read some common irregular words  Demonstrate understanding when talking with others about what they have read  Reads and understands simple sentences  Uses phonic knowledge to decode regular words and reads them aloud accurately  Reads some common irregular words  Demonstrates understanding when talking with others about what they have read  Writing  40-60 months  Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence.  Links sounds to letters  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Expected- Children use their phonics knowledge to write words to match their spoken sounds  Write some irregular common words  Write simple sentences which can be read by themselves and others.  Uses his/her phonic knowledge to write words in ways which match their spoken sounds.  Writes some irregular common words  Writes simple sentences which can be read by himself/herself and others  Spells some words correctly and others are phonetically plausible | | | |
| **Mathematics**  Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children’s next steps. This half term we will cover:  Week 1:  Estimating and check by counting / counting irregular arrangements  One more/ one less  Ordinal numbers  Week 2:  Length/ weight  Comparing length and weight of objects  More and fewer  Data handling- favourite vegetables  Week 3:  Revision of 2D shape  3D shapes  Week 4:  Addition/ more than  Comparing two sets  Making a number in different ways  Week 5:  Subtraction/ less than  Addition and subtraction problems  Week 6:  Repeating patterns  Number order  One more/one less  This is dependent on the ability of the cohort and is flexible each year. | | | Mathematics / Number  30-50 months  Uses some number names and number language spontaneously in play  Recites numbers in order to 10  Knows that numbers identify how many object are in a set.  Beginning to represent numbers using fingers, marks on paper or pictures  Sometimes matches numeral to quantity correctly  Shows curiosity about numbers by offering comments or asking questions  Compares two groups of objects saying when they have the same number  Shows an interest in numerals in the environment  Shows an interest in representing numbers.  40-60 months  Counts actions or objects which cannot be moved  Counts objects to 10 and beginning to count beyond 10.  Selects the correct numeral to represent 1-10  Estimates how many objects they can see and checks by counting them.  Finds one more and one less from a group of up to 5 objects then 10.  Says one more than a given number.  Beginning to use the vocabulary involved in adding and subtracting.  Records using marks that they can explain  Expected  Counts reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number  Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer  Mathematics /Shape Space and Measures  40-60 months  Beginning to use mathematical names for solid 3D shapes and flat 2D shapes and use mathematical terms to describe them.  Expected  Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems  Recognise, create and describe patterns.  Explore characteristics of everyday objects and shapes and use mathematical language to describe them. | | | |

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| **Forest School**  The ethos of Forest School, encourages us to build on the children’s interests and child initiated ideas and therefore Forest School will be different each year. Some of the things that we will be doing in the first half term is….   * Planting a seed in a pot (Mother’s Day) * Looking at seasonal changes / identifying signs of spring. * Pond dipping * Life cycle of a frog * Camp fire / hot cross buns. | Here are some overarching Learning Outcomes for Forest School sessions: however children are experiencing learning in all areas of the Early Years Foundation Stage Curriculum every session due to the child initiated nature of Forest School.  The Personal Social and Emotional area of learning is particularly important at Forest school. As children are encouraged to try new, sometimes ‘risky’ activities. They also experience achievement at small achievable tasks.  Self Confidence and Self awareness  ELG: Children are confident to try new activities, and say why they like some activities more than others.  They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.  They say when they do or don’t need help.  Managing Feelings and Behaviour  40-60 months  Aware of the boundaries set, and of behavioural expectations in the setting.  ELG  They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.  Health and self-care  40-60 months  Shows understanding of how to transport and store equipment safely  Shows understanding of the need for safety when tackling new challenges  Practices some appropriate safety measures without direct supervision.  ELG  Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  The World  30-50 months  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Talk about why things happen.  40-60+ months  Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.  Looks closely at similarities, differences, patterns and change  ELG  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. |