



Let's Explore!



Seasons/Natural world: Spring

Why This? Why Now?

This topic builds on from exploring the natural world around school to becoming 'little explorers' and find out lots of things about forces, magnetism, electricity, light, materials and change. The children will explore, observe, problem solve, predict, think, and make decisions! They will complete a science investigation every day. They will also share non-fiction books, look at photos and videos to extend their knowledge.

The children will continue to explore the natural world around them and learn about spring, making comparisons to the weather in autumn and winter. They will find out which animals are born in spring and what happens to trees. They will watch their spring daffodil flower open and sow their own sunflower and summer flower seed.

FS2 supervisors, earning Super Duper tokens and our support from FS2 Bears will help the children to be focused, patient, respectful and excited to learn!

Area of learning & development: Communication and language	OVERVIEW
<p>Retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in own words. Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Learn and use new vocabulary throughout the day. Connect one idea or action to another using a range of connectives.</p>	<p>Let's Explore stories: traditional stories, fairy tales and favourite stories. Three Little Pigs, Cinderella, The Princess and the Pea, Supertato, The Smartest Giant. The Gingerbread Man: Talk for Writing.</p> <p>Complete an experiment everyday linked to many scientific skills. Ask 'why', 'how do you know', and 'I wonder how' questions. Adults model vocabulary associated with the experiments/investigating.</p>
Area of learning & development: Personal, social and emotional development	OVERVIEW
<p>Manage their own needs and personal hygiene. Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Dress up race: Zip up coats, put on hats, scarves, gloves. How am I feeling? Do I know why? What can I do if I'm not feeling happy?</p>

<p>Express their feelings and consider the feelings of others. Think about the perspectives of others.</p>	<p>What can I do if someone I see is not happy? What can I do if I'm feeling tired, hungry, unwell? Discuss in circle time. STAR awards.</p>
<p>Area of learning & development: Physical Development</p>	<p>OVERVIEW</p>
<p>Revise and refine the fundamental movement skills Progress towards a more fluent style of movement, with developing control and grace. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Develop and refine a range of skills using large balls. Safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop cutting skills.</p>	<p>Daily mile – can we run more than 5 laps? Travel around, under and through indoor apparatus and outside obstacle course. Join sequences together.</p> <p>Ball skills: throwing, catching, kicking, rolling, passing, and aiming. Play games involving different skills and equipment.</p> <p>Hold scissors correctly and with increasing control.</p>
<p>Area of learning & development: Literacy</p>	<p>OVERVIEW</p>
<p>Phonics: Letters and Sounds Phase 3/4 Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words. Read common exception words matched to the school's phonic programme. Know alphabetical order.</p> <p>Reading Develop a love of sharing books. Read simple phrases and sentences including tricky words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing To write and recognise our names. To use a capital at the beginning and then lower-case letters. Segment (spell short words) using these sounds. Form lower-case correctly.</p>	<p>Read all GPC's and digraphs. Read cvc, ccvc and cvcc words made up of known letter – sound correspondences. Oral and using written letters. Read two-syllable words. Tricky words: her, all, are, said, so,</p> <p>2 story books to share at home each week. Phonic book matched phonetically – read 3 x times weekly. Take home for 1 week. Model re-reading words ongoing as the sentence is read.</p> <p>Practise writing full name. Letter formation – consolidate letter formation families, capital letter formation Spell cvc, ccvc, cvcc words orally and using letters. Spell two-syllable words Spell tricky words. Write simple sentences with known sounds and words.</p>

<p>Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense. Write for different purposes and audiences.</p>	<p>Model re-reading writing – ongoing as the sentence is written Write letters, invites, notes, recount stories.</p>
<p>Area of learning & development: Mathematics</p>	<p>OVERVIEW</p>
<p>Number Count verbally beyond 10.</p> <p>Automatically recall number bonds to 5.</p> <p>Know what one more/one is less between consecutive numbers up to 10.</p> <p>Shape, space, measures Compare length, weight and capacity using comparative language, e.g, smaller, heavier, lighter. Use positional and directional language to describe objects and people.</p>	<p>Count in different situations, count children, how long it takes to do an action, activity. Count along number tracks. Count objects/actions/sounds in different contexts, e.g., firework pictures.</p> <p>Problem solving activities for composition of each number to 5.</p> <p>Make predictions in stories, rhymes, experiments. Problem solving: 1 more/less.</p> <p>Design an obstacle course – draw a map. Problem solving activities linked to stories and experiments: Three Little Pigs, The Smartest Giant in town, Supertato, Cinderella.</p>
<p>Area of learning & development: Understanding the world</p>	<p>OVERVIEW</p>
<p>Seasons/Natural World: spring Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore natural environments outdoors – within our school grounds Touch, smell and hear the natural world around them.</p> <p>Observe and interact with natural processes. Investigate why things happen and talk about what they see.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Share texts, images, and tell oral stories about spring and science investigations. Identify signs of spring – Outdoor walk – what can we find? Compare a tree. Observe weather and seasonal features – compare throughout the day/week. How do we care for the natural world around us? What animals are born in the spring? Farm animals, minibeast hunt.</p> <p>Natural observations: sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. Carry out one experiment every day linked to about forces, magnetism, electricity, light, materials and change. Make houses for the 3 little pigs: construction area, junk modelling materials. The Easter Story. Prepare for the Easter/Spring café.</p>

<p>Computing Explore remote control toys and equipment. Beebots: develop basic skills and concepts of coding.</p>	<p>Mothers Day. What can the toys do? How do they work? Program Beebots: focus on distance, direction and rotation. Commands and sequencing and problem solving.</p>
<p>Area of learning & development: Expressive arts and design</p>	<p>OVERVIEW</p>
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Teach children different techniques for joining materials. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>3 songs each week: nursery rhyme, maths song/poem Create a spring scene. Sketch trees with new leaves, buds – use charcoal to create thick/thin lines. Artist: Andy Warhol – Pop art. Patterns. Make houses for the three little pigs: join with adhesive tape, glue, clips. Sing spring songs: Daffodils Finger Actions Rhyme, Spring is Here, Spring Song Pretend to be baby lambs, chick hatching, daffodils flowers opening and swaying. Role-play linked to different stories read.</p>

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts		
<p>What is Science? What is well-being? What can I do if I'm not feeling happy?</p>	<p>Spring walk. Easter/Spring café – invite parents/carers</p>	<p>Three Little Pigs, Cinderella, The Princess and the Pea, Supertato, The Smartest Giant. The Gingerbread Man</p>		
Supporting Your Child at Home		Vocabulary		
<p>Join CBeebies for this podcast all about down on the farm in spring. https://www.bbc.co.uk/cbeebies/radio/down-on-the-farm-spring Listen to The Easter Story on CBeebies https://www.bbc.co.uk/cbeebies/radio/easter-story</p>		<p>well-being fairy tale explore experiment force magnet electricity</p>	<p>material shadow science investigation purpose transparent attract</p>	<p>direction rotation turn Easter charcoal adhesive hatch</p>