








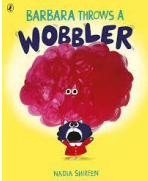





<p>Spring 2</p> 	<h1>Growing and changing</h1>	<p>Main focus of term</p>	<ul style="list-style-type: none"> Planting seeds to grow flowers, vegetables, herbs in our Reception garden. Becoming gardening experts and having responsibility for our growing plants. Starting to understand the important role minibeasts (insects) have in helping plants to grow. Speaking about what plants and seeds need in order to grow healthily. Understanding the key features of some life cycles. Making links about how we are growing and changing. Learning about the healthy choices that help us to grow. Reviewing changes over time, including seasons. Looking closely at plants and mini beasts in order to draw and paint carefully. Knowing about key celebrations and traditions. 	<p>Key Topic Language for term</p> <p><i>New language is taught in all areas of the curriculum and modelled throughout the day in conversations with the children.</i></p>	<ul style="list-style-type: none"> Grow, change Dig, delve, burrow Roots, stem, leaves, shoots, petals Bumpy, smooth, sleek Pointy, patchy, specks Past/long, long ago Healthy/unhealthy Body/body parts Artist Perform Draw, Paint Celebrate Number facts/pairs Number parts 	<p>Core texts</p>	<ul style="list-style-type: none"> <i>Jack and the Beanstalk (traditional)</i> <i>The Tiny Seed by Eric Carle</i> <i>Ten Seeds by Ruth Brown</i> <i>Snail Trail by Ruth Brown</i> <i>Superworm by Julia Donaldson</i> <i>Sam Plants a Sunflower by Kate Petty</i> <i>Hungry Caterpillar by Eric Carle</i> <i>Jasper's Beanstalk by N Buttermworth</i> <i>Vegetable Glue by S Chandler</i> <i>Oliver's Vegetables by A Bartlett</i> <i>Stuck by Oliver Jeffers</i> <i>Growing Good by Bernard Ashely</i> <i>Supertato series by S Hendra</i> <i>Katie and the Sunflowers</i> <i>Plant non fiction books</i>
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Below you can see an overview of some of the exciting things your child will learn about and experience **this half term**, through the different curriculum areas. These skills and activities will be covered through a mix of adult led sessions and provocations left out for independent learning, exploration and p

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
						
<p>We will be learning to:</p> <ul style="list-style-type: none"> understand why listening is important and what active listening looks like (eg, eye contact, facing the right direction, responding to what's being said). listen out for new words (vocabulary) linked to our new topic and begin to use them. ask questions to find out more & to check our understanding of what has been said. listen and talk about non-fiction books and 'facts' that we have found out. express our thoughts, ideas and feelings about our experiences to our friends and in class discussions. use full sentences when speaking (instead of one/two words or gestures), using past and present tense accurately (eg, I went rather than I goed 	<p>We will be learning to:</p> <ul style="list-style-type: none"> talk about how we can be sensitive to the needs of our friends. think carefully about our learning choices during 'exploring time' sessions. understand when we feel proud of ourselves and develop the confidence to say it. show resilience and perseverance in the face of challenges. name and express our feelings and consider the feelings of others. talk to each other when things go wrong and try and work out how to solve it. understand how to stay healthy and say what some unhealthy choices are. name different people in the community who can help us. 	<p>We will be learning to:</p> <p>Gross Motor (PE, Outdoor play)</p> <ul style="list-style-type: none"> create some different gymnastic moves independently and with others. become more confident and co-ordinated when: <i>rolling, crawling, walking, jumping, running, hopping, skipping, climbing</i> be highly active every single day and understand that feeling out of breath from exercise is usually healthy. develop our core strength and balance to help good posture when sitting on the carpet or at a table. <p>Fine Motor (finger movements)</p> <ul style="list-style-type: none"> practise applying our handwriting skills to correctly form lower case letters. hold pencils, felt tips, colouring pencils with our crocodile fingers (tripod grip) independently. use gardening equipment and tools (eg, cutlery, scissors, tweezers) with increasing control. <p>We will continue to understand and use all equipment safely.</p>	<p>We will be learning to:</p> <p>Word Reading</p> <ul style="list-style-type: none"> review digraphs/trigraphs within phase 2 & 3 to build confidence. confidently blend sounds into words, (eg, b_oat_t = boat, etc). begin to read back short sentences in order to develop fluency. continue to re-read books to build confidence in word reading, fluency, understanding and enjoyment. <p>Comprehension</p> <ul style="list-style-type: none"> ask and answer questions about stories & books that we're reading. <p>Writing</p> <ul style="list-style-type: none"> use our phonics skills to write short words, captions and sentences. independently use a sound card to find unknown sounds. read back our writing to check it makes sense. add finger spaces and a full stop when writing sentences. 	<p>We will be learning to:</p> <ul style="list-style-type: none"> count up to 20, and learn to count backwards from 10. notice patterns when looking at larger numbers find the smaller parts of numbers 1 - 10 (eg, 6 and 3 make 9, etc). develop our subitising skills when using amounts beyond 5. recall number bonds to 5. say which is one more and one less than a given number. order and write numerals to 10. confidently link numerals with amounts. explore different patterns involving shape, colour; continuing a given pattern and creating our own. compare the height, length and mass of different objects during practical activities. name, find and sort different 2D and 3D shapes. explore how different sized and shaped objects fit together during construction activities. 	<p>We will be learning to:</p> <ul style="list-style-type: none"> plant seeds and care for growing plants. understand what a life cycle is by looking closely at sunflowers. say how and why we care and respect the natural environment and all living things. understand the effect of the changing seasons on the natural world around us. begin to describe what we see, hear and feel whilst outside. notice and talk about the changing seasons in the natural world around us through welly walks. ask curious questions whilst gardening and exploring the natural world. continue to learn that people have different beliefs and celebrate special times in different ways. Eg. Easter or other festivals. talk about some of the places that are special to members of our community. (e.g. church, temple). 	<p>We will be learning to:</p> <p>Arts and Design</p> <ul style="list-style-type: none"> follow simple planning prompts/photographs as a basis for craft and modelling work - extending some of these with own ideas. look at the work of artists such as Vincent Van Gogh (sunflowers) join different materials and explore different textures. <p>Role-Play</p> <ul style="list-style-type: none"> develop storylines in pretend play involving wider groups of children and gathering our own resources to extend play. use fabric and open ended props to create dens/stages/homes or other creative backdrops. <p>Music/Expressive arts</p> <ul style="list-style-type: none"> listen attentively to different types of music and express ourselves by moving / responding. name and use different percussion instruments in class sessions and in play.