

**Personal, Social & Emotional**

Developing an understanding of how to look after and care for animals  
 Continue to discuss positive rules together & expectations of behaviour – reinforce daily  
 Listening carefully to each other during circle time/show and tell times. Share achievements using stickers and reward certificates  
 Sustain attentive listening & concentration for longer periods of time. Develop confidence to speak in front of others  
 Continue to form positive relationships with adults & their peers in class 1  
 Select and use resources with some help & also independently  
 Circle time activities e.g. show and tell  
 Developing an understanding of friendship – being caring, respectful towards each other  
 Understanding that we all have differences and that we should respect these  
 Learning to share and take turns through playing games, continuous provision & other daily routines

**Physical Development**

Developing fine motor control ready for writing: Threading beads, reels, pasta, shapes etc.  
 Use tweezers to pick up beads, pasta, stones etc  
 Make collages/models using scissors, glue, tape, paper, junk  
 Model with dough, clay, plasticine rolling pins and cutters  
 Use cutlery independently at lunchtimes  
 Use chopsticks to pick up dry and wet noodles  
 Take part in daily Activate sessions/ laps of school playground  
**Gymnastics** – Using balancing and climbing equipment with increasing awareness of safety & control Travelling over, under, across, up, down large apparatus  
**Apparatus**-children to co-operatively take out larger apparatus in a safe, well organised space and travel in different ways, learning to put out and put away equipment safely  
 Using bikes, trikes, scooters in outdoor play on large playground  
 Talk about the effects of exercise after PE or playing outside.



**Communication and Language**

Use language to imagine and create roles and experiences  
 Create a Pet Shop/or a Vets using children's ideas  
 Pets to visit Class 1: write thank you letters after visits  
 Ask questions on a visit to 'Pets At Home' to find out more  
 Decorating Easter eggs: writing patterns  
 Plant growth record book (photos of growth of bulbs)  
 Writing messages in cards: Mother's day and Easter cards  
 Respond to questions about their experiences  
 Explore the meaning of new words through the topic

**Literacy Reading:**

Reading daily: individual reading, reading big books during shared reading, guided reading  
 Encourage children to bring their favourite books from home. Using Non-fiction books to find out information about Pets, animals, Springtime  
 Reading stories related to the topic, rhymes and songs: Hairy MacLary books, The Great Pet Shop Sale, My Cat like to hide in Boxes, The Tiger Who Came for Tea, Dear Zoo, Emma's Lamb, Six Dinner Sid  
 Reading recipes, baking Easter biscuits, making pancakes

**Writing:**

Writing simple facts about Spring time. Writing for Mother's day: in cards and pictures  
 Writing in role play area: price labels, posters, adverts for a pet shop. Sharing news: Record news with a picture and sentence(s)

**Daily Letters & Sounds activities to develop phonic skills of segmenting and blending**



**Maths Numbers**

Increase recognition of numbers up to 20 + beyond  
 Count with increasing accuracy and label sets of objects with correct number  
 Order and sequence numbers from 1 -10, increasing to 20  
 In practical games & activities begin to use the vocabulary involved in addition and subtraction  
 Use interactive games on computers: Espresso, Top Marks, C beebies, Crick Web  
 Use language such as 'more' and 'less' to compare two numbers and sets of objects (number word before/after)  
 Estimate how many objects and check by counting them  
 Sorting and matching activities  
 Using the language of 'more' and 'fewer/less' in maths games  
 Find 1 more/1 less than up to 10 objects (increasing to 20)  
 Counting forwards and backwards in 1's and 10's



**Shape, Space & Measures:**

Time: Use everyday language related to time during daily routines.  
 Money: Use everyday language related to money in role play to 'buy' a pet and the things it may need  
 Length: observe and compare the growth of bulbs and plants in school garden  
 Sort bulbs into large/small

**Understanding the World**

A visit from the local vet (Dan from Capontree) to talk about caring for animals.  
 Pets to visit class 1 and children to find out about caring for them  
 Visit 'Pets at Home' Carlisle  
 Finding out about baby animals being born at Spring time : Look in the fields for lambs  
 Finding out about and taking part in various festivals and customs that happen e.g. Shrove Tuesday, Lent, Easter, Mother's Day  
 Observing changes from Winter to Spring in outdoor area and garden  
 Continue to observe daily weather outside and how it affects us and clothes we wear  
 Making pancakes, look at changes with cooking.



**Exploring & Using Media & Materials**

Learn new songs and rhymes linked to topic  
 Use musical instruments to explore different sounds  
 Music activities with Ben Draper (Wed am)  
 Paint/draw pictures of seasonal changes e.g. Spring flowers, charcoal drawings of changes in the trees around school.  
 Use clay to make models of lambs/sheep  
 Water colour painting  
 Print using petals from daffodils  
 Make natural collage using materials collected from a walk around the village



Collaboration	Our Locality	The Arts	ICT
<p>To develop our collaborative skills we will be:-</p> <p>Working together in our outdoor area and in the school garden to keep it tidy and get it ready to grow bulbs and other springtime plants</p> <p>Join with Class 2 for some outdoor PE sessions where a skill is taught and shared by the children to teach ball skills, catching/rolling/striking etc</p> <p>Playground Leaders to share games with Class 1 in small group situations</p> <p>Working with a partner to solve a problem set up in the outdoor area and sharing the results with the Class eg can you find some resources to build a bridge across the sandpit for the animals to cross? Invite some of the villagers to school to talk about their animals/ pets and how to care for them.</p>	<p>To develop our understanding of our locality we will be:-</p> <p>Observing the field next to school when lambs are born</p> <p>Look closely in our school grounds and around the village for signs of Springtime</p> <p>Record our observations by taking photographs and making short videos</p> <p>Continue with our Road Safety walks around the village looking for safe places to cross the roads near our school.</p> <p>Make a book of our village showing likes/dislikes</p> <p>Farm visit to Houghton 'Susan's Farm' to see lambing sheds and feeding the animals.</p>	<p>To develop our appreciation of The Arts we will:-</p> <ul style="list-style-type: none"> <li>Mix our own colours to paint Spring flowers</li> <li>Invite local artist Ashley Boon to show/demonstrate his sketches of 'hares'</li> <li>Collage of favourite animal to add texture</li> <li>Make animal footprints using toy animals and trays of white paint on black card</li> <li>Clay/plasticine/felt/stone animals</li> <li>Photograph local animals in the fields around our school and pets from home to make a wall display</li> <li>Use percussion instruments to play an 'animal parade' choosing each instrument to depict their pet 'moving'</li> </ul>	<p>As users of <b>ICT</b> we will :-</p> <ul style="list-style-type: none"> <li>Continue to learn how to operate simple equipment using remote control toys, <b>digital cameras</b>, Beebots, Huddles and operating a CD player.</li> </ul> <p><b>Use the beebot instruction cards in the outdoor area to move forwards/right/left etc</b></p> <p><b>Daily use of IWB to play phonic games linked to phases. Topmarks/Scholastic/Phonics Play/Espresso. Introduce 'coding' using Class 4 to pair children up</b></p> <p><b>Espresso Coding programming skills. Invite the Digital Leaders to talk about their role and work alongside children on a rota</b></p> <p><b>Use the Talkin Room to share a computer, log on, open a program and explain how the game works to a partner</b></p>