

## - Spring Term 2-

### Topic-

**Let's spring in  
Easter (including  
growth and growing)**



### Key Vocabulary

spring

season, grow, growth,  
life cycle, change,  
changes, bud, flower,  
observe

-weather

rain, thunder, lightning,  
cold, hot, climate, hail,  
snow, sun, sunny, warm,  
storm, cloud, change

-growing

plant, grow, bulb, seed,  
pot, roots, stem, petal,  
dig, water, conditions,  
growth, gardening, soil,  
food, nutrients, sunlight

### We will be reading

**Main texts** -*Elmer's Weather* by David McKee, *Jack and the beanstalk*, *Pete the cat the big Easter adventure* by Eric Litwin and James Dean

**Enrichment texts**- *Stories of the seasons* by igloo books, *Jaspers beanstalk* by Nick Butterworth

### Knowledge and Understanding of the world.

- Talking about the life cycle of plants and animals and what they need to survive.
- To observe the changes that occur in our environment during spring time and make comments based on these observations
- To look at where some food comes from
- To talk about how they have changed since they were a baby.
- To identify different parts of their body
- To plant, care for and observe a selection of seeds growing and make note of the changes they see
- To identify and sort healthy/unhealthy

### Physical Development

- To show good practice with regard to exercise, eating, sleeping and hygiene.
- To understand the need for good oral hygiene
- To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.
- To understand that toothbrushes need to be used carefully and with control
- To choose and use tools and equipment for a specific purpose
- To show good ball skills
- To use a range of equipment effectively

### Mathematics we will be covering:

- Recalling numbers that are 1 less than the amount given
- Addition facts
- Subtraction facts
- Sharing quantities
- Number patterns
- 3D shape

### Communication and language

- To describe features of traditional stories.
- To describe familiar texts with detail and using full sentences.
- To ask questions about familiar aspects of their environment and their learning.
- To talk about a range of healthy food and exercise.
- To label and sort living things.
- To know different features of texts.
- To know different traditional stories.
- To talk confidently about why things happen using new vocabulary learnt.

### Expressive Arts and design

- To use a range of resources to create own props to aid role play.
- To draw, paint and craft a range of plants and flowers.
- To identify and select resources and tools to achieve a particular outcome.
- To plan, carry out and evaluate and change where necessary.
- Manipulates materials to achieve a planned effect.

### Mathematics

- To know that not every number needs to be said when counting
- To know that sharing equally means everyone has the same amount of an object.
- To use objects to solve addition and subtraction problems. To recall some of the addition and subtraction facts from memory.
- To solve addition and subtraction problems using the whole/part method
- To name and describe some 3d shapes

### Literacy and Phonics

- Review Phase 3 sounds, longer words, including those with double letters , words with -s /z/ in the middle ,words with -es /z/ at the end ,words with -s /s/ and /z/ at the end - Review all tricky words taught so far
- To know different features of texts.
  - To know different traditional stories.
  - To write simple captions and sentences that can read by self and others
  - To read a range of books matched to their own phonic level

### Personal, Emotional and Social Development

- To be able to talk about why a character has made a poor choice and what the consequences are and offer alternative choices.
- To talk about the effect my behaviour has on others.
- To talk about the world that we live in and how there are similarities and differences when looking at different aspects.
- To understand that sometimes we need to ask for help and that others may ask us for help.