

Communication and Language

- Responding to the ideas of others and building upon my own ideas respectfully in play and group work.
- Continue to work on asking and answering questions using how, when, when, what, where vocabulary appropriately.
- Use more complex sentences to explain my ideas when making predictions about the eggs, seeds etc.
- Demonstrate good listening and attention skills.
- Talk partners to plan my ideas for choosing and share my thoughts.
- Individual show and tell sessions of items from home, and daily review sessions from choosing.
- Small world play – pond life, minibeast garden etc.
- Role play – life cycles – frog, butterfly, ducks, seed.

Personal, Social Emotional Development

- Show an awareness of how and why we must look after our world and link to things we can do e.g. don't drop litter etc.
- Caring and taking responsibility for nurturing living things – plants, minibeasts and ducklings
- Work on feelings; how we show different feelings, how we can recognise how people feel, and taking in consideration the feelings of others.

RE

- Exploring the Old Testament; Which stories are special and why?

Physical development

- Getting changed independently for PE.
- Begin to work as a team to complete team games with and without apparatus.
- Developing throwing, catching, kicking and aiming skills.
- Multi skills work to develop flexibility, strength and control of ourselves and small apparatus.
- Dance and movement in response to life cycles - a tiny seed, the tiny caterpillar, wriggly worm etc.
- Continue to work on how do we keep healthy? What does healthy mean? What food is healthy? What effect does exercise have on our body.
- Fine motor skills challenges.
- Pencil control and handwriting

Literacy

- Explore non-fiction texts linked to topic eg. Plants, ducklings, insects etc.
- Write our own non-fiction facts about animals and plants.
- Continue to work on writing words phonetically and ensure sentence punctuation e.g. finger spaces, full stop and capital letter – writing labels and new pages for a story.
- Sequencing work; life cycle of a bean/sunflower, hungry caterpillar, ducklings
- 1/1 reading of reading books, daily shared reading of a variety of texts; fiction, non-fiction, labels, instructions etc.

Phonics

- Daily work on phase 3 sounds and sight reading tricky words.
- Linking letter sounds to their alphabet names.
- Practice writing on the line, correctly forming ascenders and descenders.

Understanding of the World

- Use technology to support work – taking pictures, creating labels, and pictures, using google to find information and images.
- Create a living classroom exploring the life cycles of plants (beans, sunflowers, cress etc), frogs, ducklings and butterflies
- Minibeast hunts and homes and pond dipping.
- Visit to Port Lympne Reserve.
- Seasonal changes – spring to summer

Expressive Art and Design

- Design and create our own bug hotels.
- Continue to explore patterns in the environment and exploring and mixing colour.
- Use of variety of construction materials to create giant bugs and plants.
- Weekly music with Mr Dray – exploring new instruments and songs.

Maths

- Counting to 100 in 1's and 10's.
- Counting to 20 in 2's
- Understanding estimation and making estimates.
- Comparing quantity using language more and fewer.
- Mental addition and subtraction by counting on and back from a given number.
- Writing additions and subtractions using practical equipment to help solve.
- Sorting shape according to different criteria – corners, sides, faces etc.
- Continue to practice pairs of numbers to 10.
- Create, describe and explain repeating patterns, symmetrical patterns, and linear patterns.
- Measuring time – o'clock using analogue and digital clocks. Reciting months and days.