

### **Key Texts**

“Rosie’s walk” Pat Hutchins, “Hungry hen” by Richard Waring, “Handa’s hen” by Eileen Browne, “The little red hen” Traditional, “Chicken licken” Traditional, “The tiny seed” By Eric Carle, “One child, one seed” Kathryn Cave (NF) “Ten Seeds” Ruth Brown “All the year round” John Yeoman (poetry)

### **Personal, Social and Emotional development**

**Self regulation**\*Treating animals with care and respect.\*Importance of patience (waiting for bulbs/ seeds to grow.)

**Managing self:** \*Importance of hand hygiene \*What do animals / humans need to grow up healthy and strong? \*Looking after the environment: importance of not littering.

**Building relationships:**\*Working with a partner to give and follow directions. \*Working on collaborative projects with a partner/ small group

### **Communication and Language**

Animal rescue/ vet role play area.

Reading, re-reading and retelling familiar stories.

Listening to and following instructions with several parts

Learning spring/ animal poems and rhymes off by heart.

Describing observations.

Asking and answering questions.

### **Physical development**

**PE:** Gymnastics

Trim trail, wheeled toys, gardening, welly walks (Gross motor.)

Handwriting, handling pets carefully, weeding (fine motor.)



**Spring 2 Reception class**  
**Topic: Spring and Growth**

### **Literacy**

**Word reading:** Daily phonics lessons following the 'Floppy's phonics' programme. Focus on: ch, sh, th, ng, dge, ve, wh, cks, tch. Helpful words: they, all, are, her, off, when, six, seven, have.

**Writing:** Handwriting practice focusing on correct letter formation. Wide variety of mark making and writing resources in role play and writing areas. Weekly 'challenge' activities related to spring/growth/ Easter in writing/ role play areas eg. keeping a minibeast diary, writing out Easter cards, signs of spring scavenger hunt.

**Comprehension:** One to one reading at least once per week, story maps of Rosie's walk, learning about features of non-fiction books.

### **Maths**

White Rose maths:

Length, height and time

Building 9 and 10 (bonds of numbers to 10, 1 more and less to 10, doubles to 10, subitising to 10, odd and even.)

Exploring 3D shapes

### **Expressive arts and design**

**Music/ Dance:** Introduce glockenspiels to keep a steady beat; learn and sing a variety of songs; Listen to Vivaldi's 'Four seasons'; Make up a dance with a 'spring' theme, eg flowers growing, lambs leaping etc.

**Art/ DT:** Painting/ collage with a spring theme; make bird feeders; observational drawing of spring flowers.

**Imaginative play:** Animal rescue role play area; Small world area with resources to retell our focus texts.

### **Understanding the world**

Draw simple maps of real life places and of places in stories; Look at seasonal change of winter to spring; Compare and contrast our local environment to places in texts we read; Look at photographs of familiar places such as our school in the past and compare them to recent photos; Regular visits to pond and school garden to make note of signs of spring; Weed our planters and plant bulbs.

### **RE topics:**

"Gathering". We will learn...how and why people gather together – Explore. The joy of gathering together to celebrate at Mass – Reveal. To acquire the skills of assimilation, celebration and application of the above – Respond

"Growing". We will learn... that spring is a time when things begin to grow – Explore. That Lent is a time to grow in love to be more like Jesus and to look forward to Easter – Reveal. To acquire the skills of assimilation, celebration and application of the above – Respond