



Spring 2 On the Farm

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Expressive Arts and Design	Understanding the World
<p>*Children can describe self in positive terms and continue the importance of seeing themselves as valuable individuals.</p> <p>*Continue the importance of friendships, ensure they listen to one another-focus through play and small groups.</p> <p>*Through discussion and shared reading highlight the importance of being kind to one another.</p> <p>*Children to understand gradually how others might be feeling. Help children explore situations from different points of view Link to The Little Red Hen.</p>	<p>*Continue with learning new vocabulary through shared reading and topic sessions.</p> <p>Do provocations based on new language. Role play farmers market/farm in the provision.</p> <p>*During planned provocations and shared reading, consolidate 'where' and 'when' questions but train and deepen knowledge 'why' and 'how you know' questions. How do we know that chickens need food? Link to shared reading text: Egg to Chicken.</p> <p>*Continue to support children with articulating their</p>	<p>*Children to use their core muscle strength to achieve a good posture. Remind children how to hold themselves and how to sit correctly-practitioners to model this.</p> <p>Yoga sessions to help support developing inner strength.</p> <p>*Encourage children to access a range of wheeled resources to encourage good balancing, sit on and push and pull. Use of balance bikes and pedal bikes without stabilisers etc.</p>	<p>The Three Little Billy Goats Gruff Overcoming the Monster</p> <p>~Likes and dislikes. ~Bringing Words to Life.</p> <p>*Immersion *Imitation *Innovation- substitution and additions of characters and scene.</p> <p>*Invent- creating scene, characters and plot (3-part story structure). *Independent application- farm theme provocation, different independent creative writing activities.</p>	<p>Building number knowledge to 10. Counting, matching, ordering to 10. Comparing and composition to 6, 7, 8, 9 and 10.</p> <p>~How many legs does a ladybird have? How many spots? Do you know any other creatures with 6 legs? Use counters to add 6 spots to the other ladybirds. Can you find more than one way to do it?</p> <p>*Provide a range of loose parts such as buttons, beads, pebbles, shells and some ten frames. Ask the children to count 6, 7, and 8, 9 items onto the 10 frames.</p>	<p>*Introduce music across the world to children. Each week listen to music from the countries from where the children's families come from. Discuss the differences, the instruments, the songs, how people dance.</p> <p>* Explore and engage in music making and dance, performing in groups.</p> <p>~Children to learn a dance about life cycles and perform it. ~offer a range of props and costumes that will support children in acknowledging what they have learnt in expressive arts and to show their learning independently.</p>	<p>*Continue to explore the natural world around them. Understand the key features of the life cycle of an animal. Link to shared reading text: Tillie Lays an egg and Egg to Chicken. Begin to understand the need to respect and care for the natural environment and all living things. Show and explain the concepts of growth, change and decay with natural materials - explore making bread.</p> <p>~ Help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as chick eggs. Chicks in provision. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their</p>

<p>Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the Hen is feeling now that the dog will not help her?"</p> <p>*Continue to encourage children to express how they feel, using appropriate vocabulary.</p> <p>*Children are aware of boundaries and behavioural expectations.</p> <p>~Follow and play games.</p> <p>~Discuss class rules together for inside and outside. Encourage children to draw them. Then laminate them and display them around the classroom</p> <p>Takes steps to resolve conflict between peers and friendships.</p> <p>~Role play scenarios</p> <p>~Turn taking</p> <p>~Circle time to discuss friendship, children to create friendship tree.</p>	<p>ideas. Model this as much as possible. Isn't it amazing that a chick hatches out of an egg? Look how it cracks open...</p> <p>Encourage children to rephrase and use sentence starters.</p> <p>*Continue to develop children's understanding of the past through lifecycles. Do you remember when we...?</p> <p>*Begin to describe events in some detail-model this continuously with children. At first the... Last week... Next, I'm going... After that...</p> <p>Making bread provocation.</p> <p>*Set provocations that help deal with problems-how things work and what may happen. E.g. How can we make bread? Link to Little Red Hen</p>	<p>*Dance routines introduced based on the lifecycle. Children to listen to and follow instructions and think about space, balance and actions.</p> <p>*Focus on fine motor skills so that they can use a range of tools competently and safely, e.g. pencil grip correctly modelled by practitioners and how to hold a knife and fork or cut with scissors correctly.</p> <p>*Continue to develop their core inner strength and small motor skills by crawling on their tummies, crawling on all fours, climbing, pulling themselves up onto the frame and hanging upside down on the bars.</p>	<p>Additional Story: The Little Red Hen</p> <p>*Children are understanding more complex stories, they are becoming more confident with story structures and learning new and relevant language about lifecycles.</p> <p>*Invent- creating scene, characters, and plot and to verbally tell their own story.</p> <p>Poetry – Underground vegetables</p> <p>Instructions - How to make bread.</p> <p>*Children are becoming more confident with the phonics they are learning, and this is having a positive</p>	<p>How many do they have? Can they see without counting? The children may also enjoy filling large 10 frames outside.</p> <p>*Consolidate numbers to 10 counting both up to 10 and down from 10, touch counting, through number songs.</p> <p>*Introduce adding and taking away through number songs.</p> <p>*Ensure children are confident with number bonds to 10, using ten frames and fingers.</p> <p>Teach using pegs on a hanger so children can visually see.</p> <p>*Ensure children can order numbers up to 10 confidently.</p> <p>Provide a coat hanger and a basket of pegs. Ask the children to put the pegs onto the</p>	<p>- Link it to learning about each other and their cultures of music and dance.</p> <p>~ Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt</p> <p>* Sing in a group and match pitch and follow melody. Build and explore songs and instruments.</p> <p>~Use action songs</p> <p>~Use percussion instruments to play along to familiar nursery rhymes.</p> <p>~Introduce musical instruments to develop understanding of rhythm.</p> <p>~Introduce new songs and repeat them regularly.</p>	<p>discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p> <p>*Encourage children to observe their environment-draw pictures of and animals, e.g., hen/chicks.</p> <p>*Draw the life cycle, ensure children are seeing the life cycle happen to get the information needed, e.g., Hens.</p> <p>Link to Shared Reading - Eggs to Chicken.</p> <p>Establish a comparative narrative - begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories. Encourage children to re-tell what their parents told them about their life-story and family.</p>
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<p>Children need to develop resilience. ~Promote positive achievements. ~Children to discuss the challenges of working together. ~Provide opportunities for children to tell each other about their work and play. ~Help them reflect and self-evaluate their own work. ~Help them to develop problem-solving skills by talking through how they, you and others resolve a problem or difficulty. ~Show that mistakes are an important part of learning and going back is trial and error not failure. ~Time for children to evaluate what they have done and to discuss what went well and what didn't.</p> <p>*Manage their own needs.</p>	<p>*Continue to build familiarity and understanding of stories. ~Link stories to your own events. ~Talk about the plot and the main problem in the story. ~Discuss the characters feelings, actions and motives. ~Use what they have learnt about characters in their role play to help develop language acquisition. *Continue to develop the love of reading of non-fiction books. Develop children's want to know more about the knowledge they are learning, e.g., the life cycle of a hen....</p> <p>Use the illustration to help support understanding and aid discussion.</p> <p>Link to shared reading texts: Eggs to</p>	<p>*Develop a range of ball skills, including throwing, catching, kicking, passing, batting and aiming. ~Use full sized balls, then introduce tennis balls, ping pong and beach balls.</p> <p><u>PE:</u></p> <p><u>Manipulation and co-ordination 2</u></p> <p>Fine/gross motor skills</p> <p><u>Speed, Agility and Travel 2</u></p> <p>Spatial awareness</p>  <p>Children: ~ are able to develop their core muscle strength and know how to sit/stand correctly. ~ are able to develop their balancing skills and</p>	<p>impact on reading and writing. *Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability. *Children are able to read more complex reading books using the phonics they are learning. Children building confident with blending and recognising some exception words. *Tricky words are taught daily to read and spell until children are able to read them independently. Introduce children to read simple sentences and phrases as part of their focus reading.</p>	<p>hanger and to explore how their numbers can be partitioned in different ways and recombined to see how many altogether. *Grab a handful of buttons. Ask the children to guess how many you could be holding and then count them out onto a 10 frame to see. How many buttons can they hold in one hand? Compare their handful to their friends. *Provide a set of dominoes. Can the children sort them into sets of dominoes with 7 spots, more than 7 spots and fewer than 7 spots? In pairs, play 'who Has more?' With the dominoes face down, choose one domino each and compare the spots. The player with the most spots can keep the pair.</p>	<p>~Use natural resources to be creative outside, Leaf art, decorate pebbles, paint sticks to make wands. *Develop role play of storytelling both inside and out. Encourage children to use the story of The Three Billy Goats - for children to act out, develop further and make into their own stories. *Find ways of helping all children to take part in role play. Group children together that can support each other with this-adult intervention when needed.</p> <p>~Andy Goldsworthy (Transient art) -Imitate (Land Art) -Innovate (Use own natural resources to create design) -Invent (Think of their own design using natural media)</p>	<p>*Discussion is an important part of children developing their knowledge as it deepens their understanding. Encourage the use of sentence stems.</p> <p>*Recognise some environments that are different from the one in which they live. Teach children about a range of contrasting environments within both their local and national region</p> <p>(Link to A Farmer's life for Me)</p> <p>Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments</p> <p>(Farm Animals National Geographic).</p> <p>Listen to how children communicate their</p>
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<p>~Personal hygiene Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. ~Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day</p>  <p>Children: ~ are able to be positive about themselves and know</p>	<p>Chicken/Tillie Lays an Egg</p> <p>Communication week:</p> <p>Theme: Dinosaurs (Ten minutes to bed little dinosaurs and Noisy Dinosaurs Book)</p>  <p>Children: ~ are able to discuss and understand the new language they are learning. ~ are able to use their shared reading to deepen understanding of topic and new learning. ~ are able to articulate new ideas. ~ are able to enjoy non-fiction books and use them to deepen knowledge.</p>	<p>use wheeled resources. ~ are able to enjoy dance and take part in a dance routine. ~ are able to develop their fine motor skills, e.g holding knife and fork correctly. ~ are able to develop ball skills.</p>	<p>Keep re-reading until children are confident with what they are reading to help develop fluency. *Through focussed writing children will begin to form the graphemes they are learning correctly. *Children will be provided with opportunities to practice writing independently across the curriculum. *Children will be encouraged to read independently and re-read books to build up confidence. *Writing – Segment sounds and use letter names. ~Break the flow of speech into words. ~Form lower and capital letters correctly.</p>	<p>*The children explore number bonds to 10 using real objects in different contexts. E.g. There are 10 apples. How many in the tree and how many on the ground? 10 frames or egg boxes (with 10 holes) can be partially filled with objects and the children asked How many more do we need to make a full ten? Other manipulatives such as fingers, bead strings and number shapes are also useful for exploring bonds to 10. *Explore composition of 5 *Equal and unequal groups *Explore Zero *Children will gain confidence in combining 2 groups *Explore measurement – children will have opportunities to</p>	<p>*Constructs with a purpose in mind using tools competently. Children to select resources from junk modelling and the resources they want to join their modelling together. Children could also use resources from the natural environment to build a bridge for the goats to walk over/farm/hen pen. Children to plan, design and evaluate and discuss what went well and what they would do differently next time. ~Make chocolate Easter nests - focus following instructions. ~Children to build their own small world farmyard and use it to role play and be imaginative. <u>Focus Song:</u></p>	<p>understanding of their own environment and contrasting environments through conversation and in play. Local Area to a Farm (Ash-End Farm) *Understand the effect of changing seasons in the natural world around them. Guide children’s understanding by drawing children’s attention to the weather and seasonal features (Spring). Link to shared reading: Henny Penny. Provide opportunities for children to note and record the weather. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the</p>
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they are important/valuable individuals.
 ~ are able to build important friendships and recognise the importance of being kind to one another.
 ~are vocal about how they are feeling.
 ~ know what behaviour to show to others and how to deal with conflicts that arise.
 ~have a positive outlook to everyone.
 ~ are more confident about assessing what they achieved and learnt.

UNICEF
 Rights of the Child
 Basic rights
 I have the right to help
 Friends and families



~Spell words correctly by identifying sounds first and then writing down the letters.
 Write sentences correctly using capital letters, full stops and finger spaces.
 ~Encourage children to say sentence first.
 ~Encourage children to read back the sentence once written, to make sure it makes sense.
 ~ Encourage children to use conjunctions in their writing
 *Reading- begins to read words and simple sentences.

Language Group
Texts:
 The Three Billy Goats Gruff

compare length or height will arise naturally through the children's talk as they play. They may compare the height of their towers or length of their roads, or see who has the longest scarf, or who can thread the longest string of beads.
 Support each child to make a paper 'footprint'. Can they find items which are longer than their foot, shorter, about the same size? Can a small group arrange their footprints in size order by making direct comparisons?
 Provide a selection of measuring items for the children to explore.
 E.g. rulers, tape measures, trundle wheels, height charts.
 The children may also like to create their own height charts and tape measures and

Good morning,
 Farm Animals!



Children:
 ~ will understand that music is enjoyed across the world and children will have an appreciation of all music and dance enjoyed.
 ~ are able to confidently take part in a dance routine.
 ~will become confident in their singing, recognising pitch.
 ~ are able to enjoy musical instruments and use them accordingly.
 ~ are able to be creative using natural art both inside and outside.
 ~ are able to develop their knowledge of storytelling through role play.
 ~will use the artist they are learning about to imitate that style of art.

seasons and weather in their play.
 Children to do a daily weather chart and will talk about the changes that occur. *Spring will be celebrated through the outdoor learning environment, visit to nature reserves etc (Local Park).
 *Recognise that people have different beliefs and celebrate different times in different ways.
[Shared Reading](#)
[Discuss Easter story and Rameena's Ramadan](#)
 *Recognise that people have different beliefs and celebrate special times in different ways.
 Talk about how important this time is in the church for Christians and that Muslims to go the Mosque.
 ~Invite local Vicar in to talk about what happens in the Church at this time.
 Visit to the local church to

Tolerance of Those with Different Faiths and beliefs: all children have the right to be valued and treated with respect

The Three Little Pigs

A Farmers Life for Me

Noisy Dinosaurs Book



Children:

~ can take part and be confident with the Talk for Writing process.
~ are able to discuss what they like and dislike in a book.
~ are able to talk about complex stories, story structures and new language.
~ are able to take information from non-fiction and apply the knowledge.
~ can use phonic knowledge to read and write simple sentences.

use them to measure items inside and out.
*Children will continue to build on their knowledge of 3D shapes and 3D real-life images
Investigate 3D shape patterns.
Hold up an object for example a crisp tube or a cereal box. Which of the 3-D shapes is this like?
Why is it like this?
What other items have this shape?
Show the children a collection of 3-D shapes. Choose one of the shapes. Ask the children to tell their partner as many things as they can about the shape. Can they find another shape like this? Can they find a different shape? How is it different?



Children:

~will have an understanding and show respect to others who have different cultures and beliefs.
~ are able to use small world to develop their imagination and deepen understanding of topics being taught.

see the Easter decorations and hear the Easter story.
~Visit the local mosque and explore Ramadan celebrations. Invite families in to speak about how they are celebrating Ramadan in their homes.



Children are able to:

~build understanding of their life story/life cycle.
~ show understanding of their local area and compare it to a rural Farm region.
~show understanding of themes in books through developing skills during shared reading.
~understand the world around them and capture this through art whilst developing skills in drawing.
~show understanding of lifecycles, through drawing and discussion.
Deepen understanding through non-fiction.

			<p>~ are able to use the correct punctuation when writing simple sentences.</p> <p>~ can confidently re- read phonetical decodable books independently.</p>	<p>~will develop secure understanding of numerals 6,7,8,9 and 10.</p> <p>~ are able to confidently count forwards and backwards and use numbers to 10</p> <p>~ are able to partition and combine objects to support understanding number bonds to 10.</p> <p>~ can explore composition of 5 Equal and unequal groups</p> <p>~ will gain confidence in combining 2 groups</p> <p>~will enjoy mathematical language and show understanding of length and height.</p> <p>~ will build confidence with estimation.</p> <p>~ are able to deepen their understanding of 3D shapes.</p>		<p>~enjoy the wonders of the world through scientific learning.</p> <p>~show understanding through talk and enjoy sharing the knowledge and understanding with others.</p> <p>~show understanding through evaluating their learning tasks.</p> <p>~become confident enough to build on others knowledge and understanding and use sentence stems to converse correctly.</p> <p>~express care for living things and their environment.</p> <p>~ recognise that people have different beliefs and celebrate special times in different ways.</p> <p>~understand the effect of changing seasons on the natural world around them.</p>
<p>Pupil Voice How to care for chicks?</p>		<p>Educational Activities Visit to Ash End Farm Chicks in school Visit to the local Church</p>		<p>Parent Workshop Talk for Writing Text Map (Re-tell)</p>		

