

| Spring 2: Key Driver Question: What will we see on the farm at Spring time? | | | | | | | | | | | | | | |
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| <p>Literacy Focus Text: The Little Red Hen Linked EOD Texts: Squash and a squeeze Jojo and Gran-Gran at the farm Farmer Duck The Ugly Duckling Ruby Flew too Supertato (WBD) Handa's hen Squash and a Squeeze Rameenas Ramadan Hassan and Enissa celebrate Eid Linked Songs/Rhymes: Old Macdonald had a farm Chick Chick Chicken Eid Together</p> | <p>SEND Alternative text: The three little pigs touch and feel book Oh Dear! On the farm lift the flap board book That's not my Pig! That's not my cow That's not my chick Flip flap farm Busters farm</p> <p>Differentiation of speech expectations</p> <table border="1" data-bbox="510 437 1124 772"> <tr> <td>Who?</td> <td>What doing?</td> <td></td> <td></td> </tr> <tr> <td>Who?</td> <td>What doing?</td> <td>What?</td> <td></td> </tr> <tr> <td>Who?</td> <td>What doing?</td> <td>What?</td> <td>Where?</td> </tr> </table> | Who? | What doing? | | | Who? | What doing? | What? | | Who? | What doing? | What? | Where? | <p>ELGs NW: Explore the natural world around them making observations and drawing pictures of animals NW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. S: Participate in class discussions, offering their ideas C: Anticipate – where appropriate – key events in stories; C: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play BIE: Invent, adapt and recount narratives and stories with peers and their teacher. W: writes words/sentences using sounds they have been taught PCC: Know similarities and differences between different religious and cultural communities from their own experiences and stories. Explain differences between life in this country and life in others (maps). EAD: Sing a range of songs and performs songs, rhymes and poems with others. Experiment with design, form and function, sharing the process they used to create.</p> |
| Who? | What doing? | | | | | | | | | | | | | |
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| Who? | What doing? | What? | Where? | | | | | | | | | | | |
| <p>Taught Vocabulary: farm animal names/baby names, farmer, tractor, hay, bale, life cycle, egg,</p> | | | | | | | | | | | | | | |
| <p>First 100 words taught: Mum, Dad, brother, family, baby, cat, coat, hat, socks, tv, light, tree, grass, there, in, on, off, bath, bed, house, light, phone tv</p> | | | | | | | | | | | | | | |
| <p>Cold Task: A sentence that describes an event in a story Hot Task: Produce a sentence to describe an event/events in a story with CL/FS/FS.</p> | | | | | | | | | | | | | | |
| <p>Our Big Create: At the end of this theme, children will make farm animal masks and perform 2 songs for parents on family Friday.</p> | | | | | | | | | | | | | | |
| <p>Enrichment: <i>Ins: Hatching chick eggs Outs: Non-Go Bye Farm</i></p> | | | | | | | | | | | | | | |
| <p>PSED Sequence: Around the house Setting goals and achieving them</p> | | | | | | | | | | | | | | |
| <p>Week 1: All children will say how they feel when they are unwell using the feelings thermometer (own experiences) KP: All children will say one goal for the next day. Some might say how they will achieve it.</p> | <p>Week 2: All children will say how they feel when they are unwell using the feelings thermometer (own experiences) KP: All children will say one goal for the next day. Some might say how they will achieve it.</p> | <p>Week 3: All children will name 3 household items they should not touch and why. KP: All children will say one goal for the next day. Some might say how they will achieve it.</p> | | | | | | | | | | | | |
| <p>Week 4: All children will name 6 household items they should not touch and why. KP: All children will say one goal for the next day. Some might say how they will achieve it.</p> | <p>Week 5: All children will name some common medicines they may see if the house and talk about their safety. KP: All children will say one goal for the next day. Some might say how they will achieve it.</p> | <p>Week 6: All children will name some common medicines they may see if the house and talk about their safety. KP: All children will say one goal for the next day. Some might say how they will achieve it.</p> | | | | | | | | | | | | |

Communication and Language Sequence: Story Invention

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| Week 1: One spring morning.... Who+what+whatdoing+Where | Week 2 One Spring morning Suddenly | Week 3 One Spring morning.... Villain + What doing + where |
| Week 4: One spring morning... SO.....The solution-What+what doing | Week 5 One spring morning... SO.....The solution-What+what doing | Week 6 One spring morning... SO.....The solution-What+what doing-The end |

Literacy Sequence: The Little Red Hen T4W

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| <p>Week 1 Adult led: Literacy T4W Text focus: Non-fiction week Shared writing focus: Narrative: A sentence that tells us an event from the story. Who+ What doing (The/is/are)/describe+where Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will know that a sentence/name starts with a capital letter. CL Aims: All Children will; PK: say what a label is/photo Say a who+what doing sentence with new vocab; Say what a farm animal is called (who). Say what a tractor is (what) Give three features of a farm (what/describe). Know that female animals have babies Some children might PK: Say what a caption is Say a who+what doing+where sentence using new vocabulary Say what a farmer's role is Name baby farm animals (who) Know that animals produce milk for their young</p> | <p>Week 2 Adult led: Literacy T4W Text focus: Imitate Sensory story tray/book to retell Shared writing focus: Narrative: A sentence that tells us an event from the story. Who+ What doing (The/is/are/describe+where) Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will know where we place a finger space. Aims: All Children will; Show interest in the new story Know the main character is a red hen Know that the story takes place on a farm Say the animal names in the story Say one events that happen in the story. Draw a picture to represent the story. Join in with the repeated refrain Answer a who/what and where question about the pictures. Some children might; Retell the story using Pie Corbitt actions and language. Create a story map to represent the story. Write a narrative sentence using the everyday word 'is and are'. Answer a why and how question about the story, linking their answers</p> | <p>Week 3 Adult led Literacy T4W Text focus: Imitate Learn the Story map and actions Shared writing focus: Narrative: A sentence that tells us an event from the story. Who+ What doing (The/is/are/describe+where) Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will know where we place a finger space. Aims: all children will: Name the whos and whats in the story Say the repeated refrain Show in own way (verbal or gesture) the next event in the story Make marks to represent the characters in the story Say 3 events in the story in order Play with puppets to show the story sequence Some children might; Retell the story using first, next, then, after that and finally. Answer why questions about the story Put the puppets in the right order to tell the story Represent an event in the story using pictures and a sentence.</p> |
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| <p>Week 4 T4W Text focus: Innovate Change the characters and setting Shared writing focus: Narrative: A sentence that tells us an event from the story. Who+ What doing (The/is/are)/describe+where Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will know that a sentence ends with a full stop. Children will re read a sentence back for sense. Aim: All Children will; Give one idea to change the 'what' character based on what we have learnt about Farm animals Join in with the new repeated refrain Order the events in the story using props Draw the new characters using their own representations Some children might; Make suggestions to change the characters in the story Change the 'where' in the story Order the events in the story with the new characters and whats. Make links between new knowledge about the farm and their own ideas Write a simple sentence about one event. Draw the new story map</p> | <p>Week 5 T4W Text focus: Innovate Learn the new story Shared writing focus: Narrative: A sentence that tells us an event from the story. Who+ What doing (The/is/are)/describe+where Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will know that a sentence ends with a full stop. Children will re read a sentence back for sense. Aim All Children will; Put the props in the correct order of the new story; add words or gestures. Say a who and what doing sentence to say what is happening in the story. Change one character independently (box up) Make own marks about the new characters and events. Some children might Make their own innovations using the box up grid. Retell the new stories with props and story maps. Retell the new story with actions Draw their own story map Write 3 sentences, one for beg, middle and end with pictures to guide.</p> | <p>Week 6 Non fiction week: Egg life cycle Shared writing focus: Diagrams Word/Sentence level writing focus: Children will use single words to label a diagram using the phonics that they know. Aims: All Children will; Know a baby chicken is called a chick Know and use the word egg and hatch. Point to new photos and say the who+what doing to describe that part of the life cycle. Imitate actions to retell the life cycle of a caterpillar. Use first, next, after that to describe each event in the life cycle. Some children might Describe the life cycle in detail with connectives and because, coming away from the frame. Draw the life cycle of a caterpillar and add captions using the phonics they know.</p> |
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Understanding the World Sequence: On the Farm

Range of farm Non fiction texts (Farm library box)

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| <p>Week 1 All children will know signs of spring time (flowers growing/weather change/leaves) All children will know the names of animals on a farm. All children will know that a farmer works on a farm. All children will say 3 things I might see on a farm.</p> | <p>Week 2 All children will know that animals have babies. All children will know that animals drink milk from their mother just like us. Some children will name the baby animal on the farm.</p> | <p>Week 3 All children will know 3 signs of spring time All children will understand the word 'growing'. All children will know that we can grow a vegetable and a flower and do this. Some children will explain what a plant needs to grow. Some children will know the difference between winter and spring.</p> |
| <p>Week 4 All children will match farm animals and their babies. Some children will know that many animals are born in spring time and this is a sign of spring Some children will know that chicks start as an egg.</p> | <p>Week 5 All children will know that they do not live on a farm. All children will say what we might see on a farm and what we see in our own environment. Some children will draw maps of farms and their own environment.</p> | <p>Week 6 All children will know that an egg hatches into a chick. All children will know that a chick is a baby chicken. All children will know the difference between a hen and a rooster. Some children will be able to explain the life cycle of a chick. Some children will talk about ways to care for our chicks.</p> |

All children will say what they can see/hear/smell on the farm during our farm trips.

People, Culture and Community Sequence: Ramadan/Easter

Rameenas Ramadan
Hassan and Enissa celebrate Eid

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| <p>Week 3: All children will know what adults around them will be doing during the month of Ramadan. All children will know that Eid comes at the end of Ramadan. All children will know if they celebrate Eid. Some children will be able to say the reasons why adults fast during Ramadan.</p> | <p>Week 4 All children will know that some children celebrate Easter. All children will know if they celebrate Easter or not and why. Some children will say why Easter is special for Christians. Some children will compare 2 celebrations</p> | <p>Week 5 All children will look at maps of the world and talk about their experiences. All children will look at photos of the different countries and know if they have been to them. Some children will note differences between the countries. Some children will say which countries celebrate Ramadan and which celebrate Easter.</p> |
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| Fine Motor sequence: Perfect writing position | | |
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| Week 1 Pattern: loops All children will write the sound spelling k . | Week 2 Pattern: lines All children will write the sound spelling j | Week 3 Pattern: mmm All children will write the sound spelling r |
| Week 4 Pattern: uuuuu All children will write the sound spelling u | Week 5 Pattern: curved sticks All children will write the sound spelling l | Week 6 Pattern: wwwww All children will write the sound spelling w |
| EAD Sequence: working towards costume making | | |
| Week 1 All children will explore drawing and cutting out large circular/oval shapes (face and body) | Week 2 All children will explore the fold and cut eye hole technique. All children will learn how to add tabard straps. | Week 3 All children will add features to a face/body shape using own materials and skills. |
| Week 4 All children will explore creating superhero masks using skills taught so far | Week 5 All children will explore making farm animal masks. All children will explore hole punching and adding elastic with a friend. | Week 6 All children will create their own farm costumes for the big create. |

Possible Paths of Play

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| <p>Create (Mark Making) Word read Writing FM CL EAD</p> <p>Pictures to represent a farm Tractor representations Tractor road maps Large scale project posters about a farm Scribes of animal babies and their mothers Labelling pictures of baby animals using sounds that they know. Animal puppets with split pins Story maps</p> | <p>Create (DT) Word read writing EAD FM CL</p> <p>Farm houses Animal homes Houses of different materials (bricks, straw and mud). Enclosures for animals Making farm vehicles</p> | <p>Relax Word reading Comprehension PCC/PP CL</p> <p>Farm non-fiction books Farm key word cards Animal and their baby photographs Celebration books Key word cards Word of the week Sounds write resources Magnetic letters Teddies to read to</p> |
| <p>Messy CL M EAD</p> <p>Divali painting Symbols in sand Party in sand Potions Who has more Tea party</p> | <p>Construct CL EAD PSED</p> <p>Creating own stories Creating worlds Story inventions with new vocab from stories read 100 word animals Small world parties</p> | <p>Imagine EAD PSED Comprehension CL</p> <p>Role play parties Role play cafes Role play takeaways Phones Chapatti play Gingerbread men</p> |
| <p>Maths Number Numerical Pattern</p> <p>Rangoli patterns 3,4,5 composition Comparison of numbers Positional language Shape arrangements Collections Parties Links with birthdays (cards, candles etc)</p> | <p>Phonics Word Reading</p> <p>Lists of cvc words that start with unit 1 and 2 Symbol search, flash cards, Word build with unit 1-4 SW books if appropriate Characters from dandelion books: read, write, play</p> | <p>Finger Gym Fine Motor</p> <p>Coloured pegs (sort link) Dough out every day Pipe cleaner wraps Nails and wood threading</p> |
| <p>Outdoors Move Gross Motor</p> | <p>Outdoors Create NW/PCC</p> | <p>Outdoors messy Gross motor</p> |

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| <p>PSED Footwork and balance Jump and land Running safely linked to story Easter egg hunt</p> | <p>Maths CL EAD Word read Spring sculptures Mud café Words outside for word hunt Stream play Role play: wasjing cars, taxis. Takeways,</p> | <p>Fine motor EAD Word Reading Paint Mud and water Paintbrush large scale Chalk words and letters Water words Sand castle cakes Flags</p> |
| <p>Outdoors: Imagine/Construct EAD PCC/PP CL PSED Takeaways Cafes Eid and Easter Car wash Taxis</p> | <p>Outdoors Funky Fingers Fine Motor PSED Wood Work: nail and board with lid</p> | <p>Outdoor Maths, maths maths! Number Numerical pattern Make collections Count Sticks Order size Fill and pour: capacity Problems in the pit</p> |