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| In Term 5 we will be learning all about Spring and growing. Main story: The Hungry Caterpillar/I love bugs/Jasper’s Beanstalk | | | | | | | |
| **PERSONAL, SOCIAL AND EMOTIONAL** | | **COMMUNICATION AND LANGAUGE** | | | | **PHYSICAL** | |
| Managing Feelings and Behaviour Hot seat characters from the stories. Model how to talk to a friend if they have made us sad. You made me sad because…../You made me happy because…………Give children the visuals from Widget to support them to talk about feelings. Adults in CP to model expectations for behaviour- support negotiation and sharing. R.E lessons following the Devon SACRE. Jigsaw | | Listening and Attention Encourage whole body listening through ‘Are You Ready To Listen?’ visuals/song.  Magnet eyes (RWI).  NELLI project/S+L | | ROARR Children to receive golden tickets linked to learning dispositions.  Use ROARR characters to encourage children to talk about what they have been doing during continuous provision. | | Moving and Handling Daily letter formation through RWI. Pre-cursive. Real PE- moving in different ways, catching and throwing. Squiggle As You Wiggle Playdough Cutting of fruit and healthy eating. Planting | |
| Self-confidence and Self-awareness Talk about likes/dislikes regarding stories using sentence stems. I like ……because…./ I didn’t like….because… Reward system linked to classroom behaviour.  Use ROARR characters to discuss how children have ROARR’d. | | Understanding Follow instructions for a bug hunt. Follow instructions for planting seeds. Reading domain dogs/blank levels (answering questions about the stories). | |
| Health and Self-care Continuous hand washing- modelling how we do this properly. Practise putting on and taking off their coat/overalls. Healthy and un-healthy foods. Effects of exercise on the body. Understanding the aspect of growing. | |
| Making Relationships Adults in CP modelling friendly behaviour and supporting children to resolve conflicts. | | Speaking Introduce new vocabulary linked to stories and add to Word Wall. Retelling the story in various areas. | |
| **LITERACY** | | **STORY** | | | | **VISITORS/TRIPS** | |
| Reading RWI Blank level questions/reading domain dogs linked to stories. Daily class reader linked to topic. Listen to main stories with increasing attention and recall. Following instructions for planting a seed/bug hunt. Non-fiction books linked to bugs and life cycles etc. | | The Very Hungry Caterpillar  Jasper’s Beanstalk  I Love Bugs | | | |  | |
| Writing Retell the different stories using colourful semantics. Write instructions to plant a seed. Write a simple poem around bug habitats. Draw/write about a life cycle. Independent writing linked to interests and play- don’t touch signs etc. | |
| **NUMBER/SHAPE, SPACE AND MEASURE** | | | | | | | |
| White Rose Maths / Power Maths   * Building numbers to 20. * Spatial reasoning. * Adding and taking away. * Doubling, grouping and sharing. * Odd and even. | | | | | | | |
| **KNOWLEDGE OF THE WORLD** | | | | | **EXPRESSIVE ARTS AND DESIGN** | | |
| People and Communities R.E. (Devon Sacre). People and places- differences. | The World Planting and life cycles- changes.  Garden Centre- labelling plants/flowers.  Habitats- where bugs live. | | Technology Drawing through paint/active inspire.  Taking pictures and monitoring the progress of the beans/caterpillars. | | Exploring Media and Materials  Henri Matisse snails. Andy Goldsworthy land art. Building habitats for bugs. Exploring instruments- tapping out rhythms, retelling stories, singing songs. Observational drawings of flowers. | | Being Imaginative Retell the different stories. Interact with story resources throughout the provision. Make up their own version of the story. Shop role play. |