

Earth Charter links: Life & Earth

Big Questions: What is a lifecycle? What is a plant? What are the similarities and differences in this season to others?

The Half Term Ahead

EYFS: Spring 2

Launch Event: Butterfly project

Finale Event: Spring in our Step Planting finale

Key dates

Please put these dates in your diary:

- **Friday 28th February - Roving Bookshop**

The Roving Book Shop will be visiting Avonwood! Should your child wish to purchase a book, please provide them with some money in an envelope to be handed to the class teacher. World Book Day £1 book tokens can also be spent here.

- **Monday 3rd – Friday 7th March - World Book Week**

More information including tasks for this week will be sent in a separate letter.

- **Friday 7th March – Dress-up and Reading Café**

All children are invited to come to school dressed as a character from a book (not comics) on this date. All children are also encouraged to bring in one of their favourite books from home to share. Parents are welcome to come into our Foundation classes **2:30pm** on this day where we will be holding a '**Reading Café**'. This is a fantastic opportunity for you to come into school and enjoy reading a book with your child.

- **Thursday 3rd April 2:00-2:45pm - Spring in our Step Planting Finale**

This half-term is all about life cycles, signs of spring, planting and growing. To finish this topic, we would like to invite parents into school to join us for an afternoon of planting fun! The afternoon will include activities such as decorating pots, planting, making bird and butterfly feeders in our sensory garden. We would love it if you could join us during our continuous provision time for this topic finale!

- **Friday 4th April - Last day of Spring Term**

1:30pm finish

Home Learning Expectations

Reading every day: the power of 1:1 reading

The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities. We advocate the reading of your child's book **at least 3 times** as well as phonic sound practise and sharing stories.

Home Learning cycle: standardised deadlines

- ⇒ The homework cycle begins on Friday
- ⇒ All homework is due to be completed by Thursday morning of the next week.

Activity	Expectation
Doodle Maths	3x 10min sessions a week
*Phonics (including word work & letter formations): in Phonics Home Learning Book	Around 10 minutes a week

Evidence Me –Use this app to upload any of the Reach for the Star optional home learning below or any 'wow' moments!





Home Learning: optional enrichment activities to enjoy with your child (Reach for the Stars' challenges)






Please use your Evidence Me log in to add any of these completed challenges or any other 'Wow' moments you and your child are proud of! Reach for the Stars challenges can be brought into school to be shared with the class!

- ⇒ Why not try making a 'Very Hungry Caterpillar Smoothie' at home! You could choose your favourite fruits from the story or any other fruits you like. We would love to see any recipes or photos of your delicious smoothies. Have fun making your very own 'Very Hungry Caterpillar' Smoothie.
- ⇒ Create a spring picture - use what you know about spring to make your creation. You could use paints, pencils, crayons, or collage materials.
- ⇒ Why not go on a spring walk – you could write a list, create a picture, or take photos of the signs you see.



Curriculum Overview

Year EYFS	Spring 1 Content	Milestones
Literacy 	The Very Hungry Caterpillar by Eric Carle Re-tell the story Non-fiction – Lifecycle of a butterfly Lifecycle lanterns Butterfly facts The Tiny Seed by Eric Carle Illustrate and write a simple caption/sentence for each season Jasper’s Beanstalk by Nick Butterworth and Mick Inkpen Instructions to plant a bean The Extraordinary Gardener by Sam Boughton Illustrations and description What can you see in spring? By Sian Smith Create a non-fiction book about spring	Communication and Language <ul style="list-style-type: none"> • Understand and use new vocabulary introduced through non-fiction texts and stories • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen to and talk about stories to build familiarity and understanding. • Learn new vocabulary and use throughout the day • Articulate ideas and thoughts in well-formed sentences • Ask questions to find out more and check understanding • Connect one idea or action to another using a range of connectives. Literacy <ul style="list-style-type: none"> • Form many lower-case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using finger spaces so it can be read by others. • Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.
Phonics 	Phase 3 Mastery Revisit: ai ee igh oa oo ar or ur ow oi ear air ure er	
Maths 	Compare length, weight, and capacity Time Recognise and represent 9 and 10 Compare numbers to 10 Number Bonds to 10 Shape and Spatial Reasoning Continue, copy and create repeating patterns	Mathematics <ul style="list-style-type: none"> • Make direct comparisons of height and length using correct mathematical vocabulary • Use the vocabulary yesterday, today and tomorrow • Identify representations of 9 and 10 • Begin to explore the composition of 9 and 10 Make comparisons between groups of 0-10 objects. <ul style="list-style-type: none"> • Explore number bonds to 10 using real objects • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Copy and continue repeating patterns with varying rules (including ABB and ABBC)
PSED 	Puzzle 4. Healthy Me Exercise Healthy Food Sleep Hygiene (hand washing) Stranger Danger	PSED <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices.

Topic 	Lifecycles including pond life Signs of Spring Planting and growing Parts of a plant Nature walks	<u>Understanding the World</u> Development matters <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons. ELG <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons.
EAD  	Collage plants Charcoal introduction Introduction to observational drawing skills – pencils, paint, oil pastels Artist – Van Gogh – Sunflowers Monet – The Water Lily Pond Henri Matisse – The Snail (make a butterfly in the style of Matisse)	<u>Expressive Arts and Design</u> <ul style="list-style-type: none"> • Select colours appropriately for a task. • Print or collage independently to create a pattern or image. • Combine different techniques to create a picture. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explores different mediums including watercolours, pastels, wax, and charcoal ELG <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques. • Share their creations, explaining the process used.
PE	Indoors: Gymnastics - Floor	<u>Physical Development – Gross Motor</u> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Know and talk about the different factors that support their overall health. • Revise and refine the fundamental movement skills they have already acquired. • Move energetically, running, jumping, dancing, hopping, skipping and climbing. <u>Physical Development – Fine Motor</u> <ul style="list-style-type: none"> • Develop their small motor skills so that they can begin to use a range of tools safely and confidently.
RE 	Key Questions: What is Easter?	<u>Understanding the World</u> <ul style="list-style-type: none"> • Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.
E-Safety 	Education for a Connected World (Online Safety) Online Reputation Online Bullying Managing Online Information	