



# EYFS- Spring 2

## Spring Has Sprung!

This term the children will be learning about the season of Spring, through real life experiences and visits. We will have real 'Living Eggs' in the classroom so that the children get a first-hand experience of the life cycle; furthering their scientific knowledge. We will explore prepositional language when learning 'Rosie the Hen' by Pat Hutchinson using Talk for Writing. The children will consolidate and celebrate their learning with a trip to a farm to live out their new found understandings. Through consolidating their Phase 3 knowledge the children will have opportunity to write purposefully in their classroom environment.



Theme	Runaway Pancake	Baby Animals	Easter
Possible Learning Challenges	<ul style="list-style-type: none"> <li>Can you design a pancake?</li> <li>Can you make a pancake with friend?</li> <li>Can you order the story of The Runaway Tapestry?</li> <li>Can you write a list of the ingredients for pancakes?</li> <li>Can you create some toppings for a pancake?</li> </ul>	<ul style="list-style-type: none"> <li>Can you draw the life cycle of a chick?</li> <li>Can you write a story about the chicks?</li> <li>Can you build a house for the chicks out of small construction?</li> <li>Can you make a welcome card for the chicks?</li> <li>Can you paint a chick growing up to a chicken?</li> </ul>	<ul style="list-style-type: none"> <li>Can you make a cave for Jesus?</li> <li>Can you order the story of Jesus's crucifixion?</li> <li>Can you paint a picture of Spring?</li> <li>What things do you notice about the environment in Spring?</li> <li>Can you plant and look after a seed?</li> </ul>
Focus Texts Other texts to explore during story times:	<p><b>Mr Wolf's Pancake</b></p> <p>The Runaway Pancake Mama Panya's Pancake</p>	<p><b>Rosie the Hen- Pat Hutchinson</b></p> <p>Emma's Lamb-Kim Lewis Non-fiction books on baby animals</p>	<p><b>The Easter Story</b></p> <p>The Odd Egg</p>

Poems/songs	I like pancakes - Dance A Long	Old McDonald had a farm	Little Peter Rabbit, 5 Little Ducks.
Moving images	The Pancake- Norwegian Folk Tale	Rosie the Hen- You Tube	The Odd Egg animation- You Tube
Topic Word Bank	Recipe, instructions, toss, fry, grams, scales, whisk, batter, crack, fiction	Non-fiction, life cycle, incubator, hatch, rooster, Spring, hen, coop, machinery, crops	Bible, Easter, Jesus, tomb, thankful, church, tradition, Good Friday, Easter Sunday, sacrifice
Role Play	Kitchen	Farm shop	Car Wash
Events	Pancake day World Book Day	Educational visit to farm- Tattersall Farm Living Eggs Parent Workshop - Science	Easter Egg Hunt Debating Days- What is the best way to look after an egg?
Communication and Language Listening, Attention and Understanding & Speaking	Communication and Language Children in Reception will- <i>Learn new vocabulary. Articulates their ideas and thoughts through well thought out sentences. Describe events in detail. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them.</i>		
	<b>Built upon by: Teaching Input and Activities</b> AL: Sharing what we got up to in our half term holiday AL: Children will learn a new set of key words related to the Spring has Sprung topic.	<b>Built upon by: Teaching Input and Activities</b> AL: Discussing the chick eggs and how we think they will look when they hatch AL: Children will learn a new set of key words related to the life cycle of a chick.	<b>Built upon by: Teaching Input and Activities</b> AL: Discussing our experiences of Easter AL: Listening to how other cultures celebrate Easter and discussing the differences to how we celebrate AL: Children will learn a new set of key words related to the celebration of Easter.
Continuous Provision	Words related to baking will be placed within the environment. Adults will model using language related to baking.	Words related to the life cycle of a chick will be placed within the environment. Adults will model using language related to the life cycle of chicks.	Words related to Easter will be placed within the environment. Adults will model using language related to Easter.
Personal, social and Emotional Development Self-Regulation Managing Self Building relationships	Personal, social and Emotional Development Children in Reception will- <i>Manage their own personal hygiene. Building constructive and respectful relationships.</i>  <b>Built upon by: Teaching Input and Activities</b> AL: Working as a team to make a pancake AL: explaining why we need to wash our hands when making pancakes AL: Circle Times	Personal, social and Emotional Development Children in Reception will- <i>Express their feelings and consider the feelings of others.</i>  <b>Built upon by: Teaching Input and Activities</b> AL: Circle Times: AL: Deciding our own rules for caring for our class chicks	Personal, social and Emotional Development Children in Reception will- <i>Building constructive and respectful relationships.</i>  <b>Built upon by: Teaching Input and Activities</b> AL: Circle Times: AL: Talking about our experiences of Easter
Continuous Provision	Working together to order the story of Mr Wolf's Pancake	Class chicks in the classroom for the children to observe and talk about	An area about Easter in the classroom for children to explore and discuss with each other.

<p>Physical Development Gross Motor Skill Fine Motor Skills</p>	<p>Physical Development Children in Reception will- Revise and refine the fundamental movement skills they have already acquired: · rolling · crawling · walking · jumping · running · hopping · skipping · climbing</p> <p>Built upon by: Teaching Input and Activities AL: Focus on pencil grip for handwriting. AI: Using knives and forks appropriately to eat lunch.</p>	<p>Physical Development Children in Reception will- Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport.</p> <p>Built upon by: Teaching Input and Activities AL: Focus on pencil grip for handwriting. AI: Using knives and forks appropriately to eat lunch.</p>	<p>Physical Development Children in Reception will- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Built upon by: Teaching Input and Activities AL: Focus on pencil grip for handwriting. AI: Using knives and forks appropriately to eat lunch.</p>
<p>Continuous Provision</p>	<p>Fine Motor skills opportunities for Playdough, play foam to make pancakes.</p> <p>Gross Motor- Opportunities for balance bikes, ball skills, balancing. Streamers, ribbons and pompoms available alongside music (CD player/speakers) for children to dance to Cross the circle game - cards to support how to cross the circle</p>	<p>Fine Motor skills opportunities Collaging a chicks fur using different materials (I.e. tissue, card) Playdough/clay for children to build a Rosie's Walk hen house with Artists work such as Da Vinci, Monet and Kandinsky (previously visited) in the environment for children to recreate - drawing skills</p> <p>Gross Motor- Opportunities for balance bikes, ball skills, balancing.</p> <p>Streamers, ribbons and pompoms available alongside music (CD player/speakers) for children to dance to Cross the circle game - cards to support how to cross the circle</p>	<p>Fine Motor skills opportunities for Playdough, play foam to make pancakes.</p> <p>Gross Motor- Opportunities for balance bikes, ball skills, balancing. Streamers, ribbons and pompoms available alongside music (CD player/speakers) for children to dance to Cross the circle game - cards to support how to cross the circle</p>
<p>PE Session</p>	<p>Implement Get Set 4 PE: Dance: Unit 1 In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p>Learning Objectives- To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination.</p>		

	<p>To move with control and co-ordination, linking, copying and repeating actions.</p> <p>Assessment Criteria I am confident to try new challenges and perform in front of others. I can combine movements fluently, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and coordination showing increasing control and grace.</p>		
<p>Literacy Comprehension Word Reading Writing</p> <p><small>The fundamentals of English are built into the classroom setting daily by use of high quality adult interactions with children. Children are consistently questioned and introduced to new vocabulary throughout the day. This is underpinned by meaningful literacy lessons that are explored through various ways to entice and excite the children</small></p>	<p>Literacy Children in Reception will begin to: Read individual letters by saying the sounds for them. <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i> Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>Built upon by: Teaching Input and Activities</b> AL: Sequencing story pictures of Mr Wolf's Pancake AL: Writing recipe instructions for making a pancake using 4-5 word captions. AL: writing a recount for part of the story Mr Wolf's Pancake using 4-5 word captions.</p>	<p>Literacy Children in Reception will begin to: Form lower-case and capital letters correctly. <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><b>Built upon by: Teaching Input and Activities</b> AL: HA Talk for Writing-re-telling Rosie the Hen ECP: Map drawing and labelling of Rosie the Hen farm. AI: Welcome cards for the chicks AI: HA rewrite the story of Rosie the Hen using 2-6 word captions. AI: MA Writing story features</p> <p>Writing Assessment - what do we know about chicks?</p>	<p>Literacy Children in Reception will begin to: Form lower-case and capital letters correctly. <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><b>Built upon by: Teaching Input and Activities</b> AL: HA/MA Caption writing about Easter objects AL: LA- CVC word building about Easter objects AI: Mother's Day/Special person cards.</p>
<p>Continuous Provision</p>	<p>Well stocked writing area with design pancake sheets and shopping lists Key words related to baking available for the children to read. Role play/puppet areas set up to allow children to re-enact the story Mr Wolf's Pancake.</p> <p>Opportunities for writing: Writing character descriptions for wolf, building up captions 'the wolf is.....'</p>	<p>Well stocked writing area with books to re-write the story Rosie the Hen Key words related to the life cycle available for the children to read. Role play/puppet areas set up to allow children to re-enact the story Rosie the Hen.</p> <p>Opportunities for writing: Recipe writing for food in the mud kitchen for the chicks. Using 2-6 word captions. Writing captions to show the life cycle of a chick.</p>	<p>Well stocked writing area with books to re-write the story Key words related to Easter available for the children to read. An area with items related to Easter set up for the children to explore together.</p> <p>Opportunities for Writing: Writing cards for the Easter the bunny. Upper case and lower case Easter eggs to match.</p>
<p>English</p>	<p>Transcription- Handwriting, punctuation and spelling - use of phonics</p>	<p>Transcription- Handwriting, punctuation and spelling - use of phonics</p>	<p>Transcription-</p>
	<p>Composition- Story sequencing, Shopping lists, Story Map</p>	<p>Composition- Story map, Story sequencing, Talk 4 Writing</p>	<p>Composition-</p>
	<p>Exploratory- What ingredients do you need to make pancakes?</p>	<p>Exploratory- What are the signs of spring that we can notice?</p>	<p>Exploratory-</p>

	How do you make them?		
	Presentational- Oral composition- Retelling the story, Present the shopping list to an adult in the classroom.	Presentational- Oral composition- Retelling the story, Acting out the story in Talk 4 writing, share with parents at story time.	Presentational-
Phonics	Phonics Children in Reception will- Children will build on their prior learning by focusing on caption writing. They will use the Phonics sounds and tricky words they have learnt to write phonetically plausible sentences.  Built upon by: Teaching Input and Activities Finish Phase 3 sounds Finish Phase 3 tricky words	Phonics Children in Reception will- Children will build on their prior learning by focusing on caption writing. They will use the Phonics sounds and tricky words they have learnt to write phonetically plausible sentences.  Built upon by: Teaching Input and Activities Consolidate cvcc/ccvc words	Phonics Children in Reception will- Children will build on their prior learning by focusing on caption writing. They will use the Phonics sounds and tricky words they have learnt to write phonetically plausible sentences.  Built upon by: Teaching Input and Activities Revise phase 3 diagraphs/tri-graphs
Continuous Provision	Phase 2, 3 tricky words in writing area. Design pancake to label. Writing shopping lists for pancakes. Writing character descriptions for wolf, building up captions 'the wolf is.....'	Phase 2, 3 tricky words in writing area. Writing captions to show the life cycle of a chick. Drawing and labelling the farm from Rosie the hen. Reciepe writing for food in the mud kitchen for the chicks.	Phase 2, 3 tricky words in writing area. Writing cards for the Easter bunny. Macthing upper case and lower case easter eggs.
Mathematics Underpinned by White Rose Maths and Number blocks  Number Numerical Pattern	Mathematics Children in Reception will- Explore the composition of numbers to 10. Compare length, weight and capacity. Automatically recall number bonds for numbers 0-5 and some to 10.  Built upon by: Teaching Input and Activities White Rose Phase 3 'Building 9 and 10' AL Representing, comparing and learning the composition of numbers 9 and 10.  AL: Comparing groups up to 10. AL: Learning number bonds to 10. AL: Number bonds to 10 - part whole model.	Mathematics Children in Reception will- Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Built upon by: Teaching Input and Activities White Rose Spring: AL: Children will be able to add numbers to 10 using tens frames and part whole models. AL: Children will recall their number bonds to 10, including subtraction facts.	Mathematics Children in Reception will- Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Count beyond ten.  Built upon by: Teaching Input and Activities AL: Explore number bonds to 10. AL: 3D Shapes AL: 2D Shapes.

<p><b>Continuous Provision</b></p>	<p>Well stocked and set up numeracy area with daily intended task. Tens frames and counters Hoops for sharing 10 objects</p>	<p>Well stocked and set up numeracy area with daily intended task. Addition, subtraction and equals symbols and white boards and pens. Objects for adding and subtracting.</p>	<p>Well stocked and set up numeracy area with daily intended task. Building 10 brick towers. Bead threading in 2s, counting the beads as they are added, describe more, less and fewer. Counting the number of letters in their name. Bus game of 10 frame.</p>
<p><b>Understanding the World Past and Present People, Culture and Communities</b></p>	<p><b>Understanding the World Children in Reception will be</b> <i>Explore the natural world around them. Recognise some environments that are different from the one in which they live. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise that people have different beliefs and celebrate special times in different ways.</i></p>		
<p><b>Continuous provision</b></p>	<p><b>Built Upon by: Teaching Input and Activities</b> AL: looking at the life cycle of a chicken and how a chick grows AL - Egg exploration and investigation AI - Where do eggs come from? AL: compare how other animals may need our care too AI: sharing our pets at home</p>	<p><b>Built Upon by: Teaching Input and Activities</b> AL: exploring the season of Spring AL: observing what happens during Spring time AL; learning about the Hindu festival of Holi Holi festival day for the children to immerse themselves in the other culture.</p>	<p><b>Built Upon by: Teaching Input and Activities</b> AL: discussing Easter traditions in the UK. AL: learning about Easter traditions in other countries. AL: Use cutting skills to cut strips of paper. Put together to make a representation of the desert Jesus was in for Lent.</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Expressive Arts and Design Children in Reception will-</b> <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p>		
<p><b>Creating with Materials Being Imaginative and Expressive</b></p>	<p><b>Built Upon by: Teaching Input and Activities</b> AI- Exploring malleable materials such as clay and playdough. AL - Make a Pancake man with paper AI - Design a pancake</p>	<p><b>Built Upon by: Teaching Input and Activities</b> AI- To create 3D transient art pictures. AI- To explore artist sculptures. AL- painting baby animals including our class chicks AL- observationally draw daffodils AL- creating artwork inspired by the Hindu festival of Holi</p>	<p><b>Built Upon by: Teaching Input and Activities</b> AI- To design a clay sculpture AI- To create a 3D sculpture using a design I created. AL- creating our own Easter decorations and designing cards</p>
<p><b>Continuous Provision</b></p>	<p>Role play area- kitchen. Playdough pancakes.</p>	<p>Drawing the chicks. Building houses for chicks. Cut parts of chick out and put together using split pins in order to make a 2D chick with moving parts.</p>	<p>Designing Easter eggs. One handed hole punch Use one handed hole punch to make holes in eggs for chick to come out of, thread together to make an Easter decoration.</p>

		<p>Stick feathers onto baby chicks (PVA/glue gun) and cut out other features to enhance their creation.</p> <p>Cut out different stages of egg to chicken and join together with hole punch and treasury tag.</p> <p>Draw and paint a chick for feathers to be added too.</p>	<p>Design and paint an Easter Card. Egg; re-visiting printing skills.</p> <p>Decorate an Easter Egg with loose parts.</p>
Well-being	<p>AL- Working as part of a group to make pancakes.</p> <p>Well-Being Day -</p> <p>Connect - similarities and differences</p> <p>Sharing</p> <p>What makes a good friend</p> <p>Being a good friend</p>	<p>AL- Looking after the chicks as a class</p>	<p>AL- Exploring opinions and ideas and differences</p>

KEY AL - Adult Led

AI - Adult Initiated

AL- Adult Led

ECP - Enhanced Continuous Provision



Pancake Day Tuff Tray

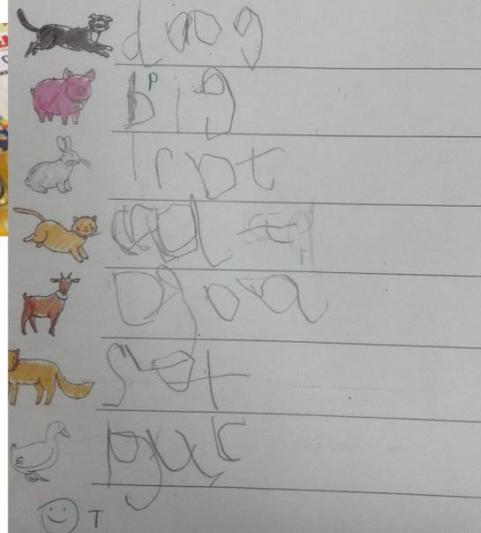
*Shrove Tuesday Play*

Learning and Exploring Through Play



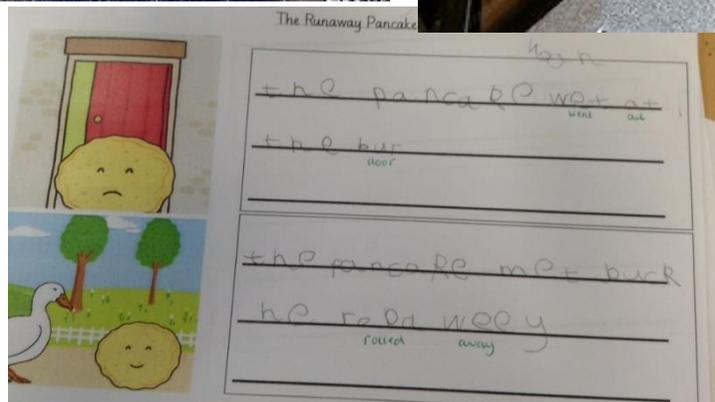
Who Chased the Runaway Pancake?

Can you write the animal names? You could write a sentence about the story too.



Writing 40-60+  
Uses some clearly identifiable letters to communicate meaning, representing some sounds

# Runaway Pancake





Easter





Baby Animals

