

### Communication, Language and Literacy

- Phonics – revising sounds already learnt and continuing with phase 3.
- Blending skills to read words and sentences.
- Continue to learn the reading and writing of tricky words.
- To continue to write simple regular words, simple sentences and attempt more complex words using phonic knowledge.
- Reinforce the need for spaces in between words.
- To continue to practise orally retelling simple stories e.g. The Hungry Caterpillar, Snail Trail, Oliver's Vegetable.
- To continue to write for different purposes e.g. stories, lists, labels, fact sheets and captions.
- Begin to follow stories without pictures or prompts.
- Think about how we celebrate Easter.
- Share Me, My Family My World Books
- Understand and use new vocabulary introduced during this term.



### Book List

A First Book of Nature  
The Very Hungry Caterpillar  
A Seed in Need  
Normans Shell  
The Snail Trail  
Oliver's Vegetables

A range of non-fiction books about minibeasts, plants and vegetables

### Expressive Arts and Design

- Learn about the artists Andy Goldsworthy and Giuseppe Arcimboldo and the musician Johann Sebastian Bach.
- Observational drawing of real objects such as fruit, vegetables and flowers.
- Continue to safely explore different techniques for joining materials.
- Further develop creative skills, using different materials e.g. symmetrical butterfly printing, collage caterpillar, clay snails, junk model minibeasts.
- Moving in time to music.
- Develop imagination through roleplay and props, including creating their own costumes/props for different role play scenarios.
- Develop the use of bodies, voices and instruments to explore different types of sounds.

### Number and Number Pattern

- Continue to count forwards and backwards up to 20 and beyond verbally.
- Continue to practise subitising
- Correct formation of numbers to 0 to 9.
- To use different strategies to solve addition and subtraction number sentences.
- To continue to explore odd and even numbers.
- Practise recall of number bonds to 5 and 10.
- Explore the composition of numbers to 10 focusing on doubling and halving. Is there a pattern?
- Begin to explore counting in 2s.
- To solve simple mathematical problems.
- Look at patterns in nature and introduce simple reflective symmetry e.g. butterflies. Create new patterns.
- Compare capacity of different shaped containers.
- Explore the composition of shapes, look for shapes within shapes e.g. a cube has square faces.



## **Nature Detectives**

### Understanding the World

- Explore the world around them 'outside' by visiting our forest school area.
- Focus on what they see, hear and feel whilst outside.
- Recognise some environments are different to the one in which they live in i.e. habitats.
- Think about how the forest area or local area has changed since the last time they visited, relating to the seasons.
- Develop the use of a simple map in our Easter Egg hunt.
- Identify similarities and differences when classifying a range of minibeasts. Sort minibeasts into habitats and classify vegetables and fruit.
- Think about how celebrations have changed/stayed the same e.g Mothering Sunday, Shrove Tuesday and Easter.
- Learn about life cycles e.g caterpillars, tadpoles and plants.
- Learn about the people who help us within our community.
- RE – What is special about our world?
- What is Ramadan? When is it? How is it celebrated? What happens at end of Ramadan?
- What is Easter? How is it celebrated?

### Songs

There's a tiny caterpillar on a leaf...  
There's a worm at the bottom of my garden...

The bumblebee song!

The wasp song

Make a Noise Festival Songs



### Physical Development

- Revise and refine movement skills such as jumping, running, hopping, skipping and climbing.
- To learn and play a range of parachute games and games outside developing a sense of teamwork. Use and apply ball skills learnt in Term 2.
- Further develop fine motor skills focussing on the use of cutlery.
- Develop knowledge of how to stay healthy e.g healthy eating, personal hygiene and exercise.



### Personal, Social and Emotional

- Encourage children to see themselves as valuable individuals.
- To continue to build positive relationships with peers
- Express own feelings and consider the feelings of others.
- Continue to show resilience and perseverance in the face of a challenge.
- Think about the perspective of others.
- Manage own needs at school and home.
- To continue to develop an understanding and appreciation of other people's view, cultures and beliefs.
- Jigsaw – Healthy Me