

## Ashcroft Reception Planning Spring 2

Possible Themes & Interests  
(based on interests the children have had in past years)

PLANTING/ GARDENING/SPRING



GROWING UP/GENERATIONS



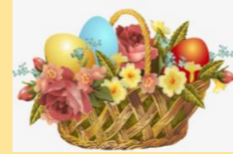
KEEPING HEALTHY



FRIENDSHIPS



PANCAKE DAY/ EASTER



MOTHER'S DAY



ST PATRICK'S DAY



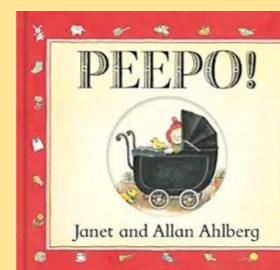
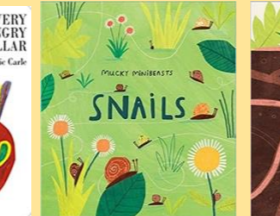
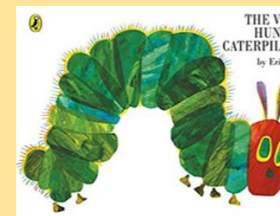
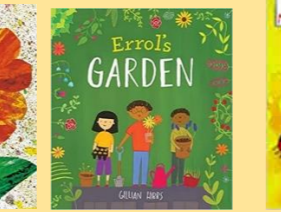
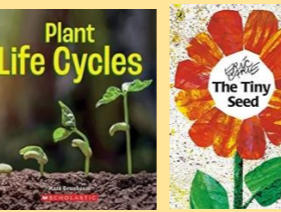
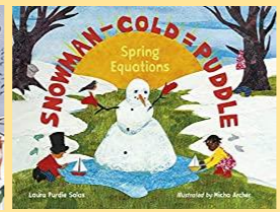
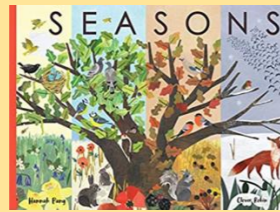
ST DAVID'S DAY



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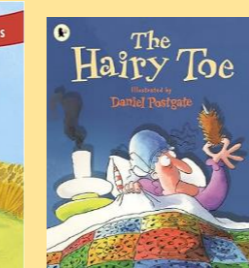
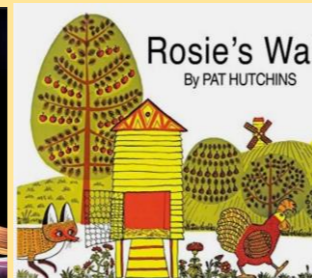
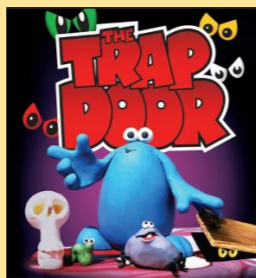
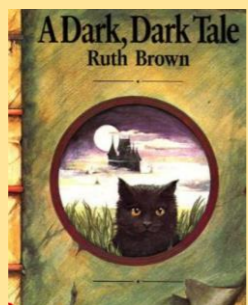


Books following possible themes



Suggested Texts

Spring Drawing Club  
Literacy texts



As well as singing daily songs and nursery rhymes our focus songs for the half term will be:  
**Lay a little egg for me**  
**Spring Chicken**  
**Five little speckled frogs**

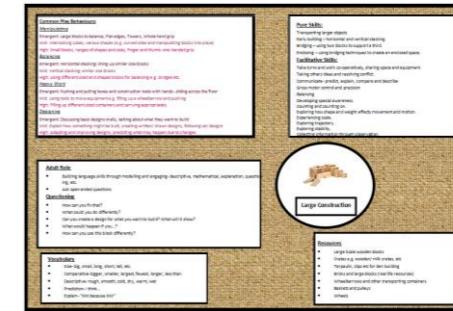
Our author of the half term is: Giles Andreae



Our Poetry Basket poems will be:  
**Spring Wind**  
**Hungry Birdies**  
**A Little Seed**

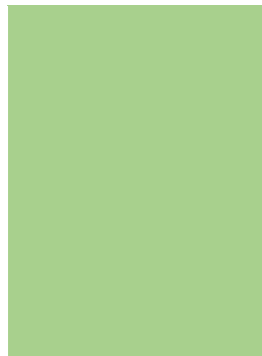
Enhanced provision and child led interests covered during the half term:

See separate continuous provision sheets for detailed learning outcomes, including vocabulary to be explored.



## Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Continuous Provision
<p><b>Communication and Language</b></p> 	<p><b>Listening:</b> Understand why listening is important.</p> <p><b>Attention:</b> Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p><b>Respond:</b> Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Understanding:</b> Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition</p> <p><b>Speaking:</b> Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>	<p><b>Book Corner</b> – Selection of books, 'Gingerbread Man' story teller props, puppets, story stones, Giles Andreae author focus books, Giraffes can't dance book and animals.</p> <p><b>Mark making</b> – Word mats, vocabulary mats, area to hang work they are proud of, writing frames and prompts.</p> <p><b>Home Corner</b> – Telephone, laptop, labels on resources, pots and pans, utensils, cutlery, plates, bowls, cups, play food, babies, kitchen appliances.</p> <p><b>Maths</b> – Number cards, Numicon, Unifix, natural objects, number books.</p> <p><b>Creative</b> – Puppets and puppet theatre, train track and trains.</p> <p><b>Performance</b> – Costumes, props, microphones, musical instruments.</p> <p><b>Construction</b> - Prompt cards, pictures of buildings and structures around the world.</p> <p><b>Investigation</b> – Big book of our investigations, books, pictures, language cards/word mats.</p> <p><b>Junk</b> – Ideas photos, questions on speech bubbles, design ideas writing/mark making frames.</p> <p><b>Outside</b> – stage area with costumes and props, musical instruments, small world resources, mark making opportunities in range of areas, language prompts.</p>
<p><b>Personal, Social and Emotional Development</b></p> 	<p><b>Express feelings:</b> Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried.</p> <p><b>Manage behaviour:</b> Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p><b>Self-awareness:</b> Happy to stand up in front of the class and share achievements with others.</p> <p><b>Independence:</b> Can get dressed and undressed when needed. Begin to show persistence when faced with challenges.</p> <p><b>Collaboration:</b> Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p><b>Social skills:</b> Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.</p> <p><b>Healthy Me:</b> Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety &amp; safety with household items, Road safety, Linking health and happiness. Also covering oral health.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>	<p><b>Book Corner</b> – Books linked to emotions, friendships and family in the book corner and in the Regulation Station, The Gingerbread Man puppets and props, sofas, cushions and blankets.</p> <p><b>Mark making</b> – Paper, notebooks, pens, pencils, crayons, sound mats, pegs to display mark making they are proud of, pictures of families, writing frames, name cards.</p> <p><b>Home Corner</b> – Telephone, laptop, pots and pans, utensils, cutlery, plates, bowls, cups, play food, babies, kitchen appliances, photographs of homes and families.</p> <p><b>Maths</b> – Measuring jug, scales, shopping lists and price tags, shopping bags and purses.</p> <p><b>Creative</b> – Collage materials, paint, glue, scissors, mirrors for self-portraits, wool, small world Tamworth with photos of local buildings and places children may be familiar with.</p> <p><b>Performance</b> – Costumes, props, microphones, musical instruments, chairs and cushions to be audience members.</p>



**Construction** - Prompt cards, pictures of buildings and structures around the world, design sheets, Hi-Viz jackets and helmets.  
**Investigation** - Big book of our investigations, books, pictures, language cards/word mats.  
**Junk** - Ideas photos, questions on speech bubbles, design ideas writing/mark making frames, display unit.  
**Outside** - stage area with costumes and props, musical instruments, small world resources.

**Physical Development**



Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Development of threading, weaving, and cutting skills.

Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.  
 Know how to form clear ascenders and descenders.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

**Book Corner** – selection of books to turn pages, finger puppets, hand puppets, story jigsaws.  
**Mark Making** – Pencils, felt pens, crayons, wax crayons, stencils, Kinetic Letters prompts.  
**Home Corner** – Buttons and dials on appliances, plastics knives, forks and spoons, telephone, laptop, shopping lists, purses with zips, bags with zips/clips, clothes to dress babies.

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, sport, and swimming.

**Maths** – Shape boards, different sizes and shapes of natural objects, peg boards, Unifix cubes, Numicon.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.

**Creative** – Paint brushes (range of sizes and bristles), scissors, glue spreaders, collage materials, beads, threading resources, train track.

**FOCUS PE FOR THE HALF TERM IS : Ball Skills.**

PE Planning		Ball Skills - Foundation - Session 1
<b>Topic:</b>	Ball Skills	Year: Foundation Term: Term 1 of 4 - Exploring the Ball
<b>Learning Objectives:</b>	1. Handles tools, objects, construction, and malleable materials safely and with increasing control. 2. Understands that equipment and tools have to be used safely.	
<b>Learning Resources:</b>	Ball, Control, Ball control, Ball, Balance	<ul style="list-style-type: none"> <li>Develop own experiences and ideas.</li> <li>Understand and follow basic rules.</li> </ul>
<b>Risk Assessment:</b>	<ul style="list-style-type: none"> <li>Suitable clothing and footwear worn by participants.</li> <li>Equipment suitable for participants, safe and checked.</li> <li>Area safe and checked - any hazards removed.</li> <li>Safety information highlighted to participants.</li> <li>Ball aware of all emergency procedures, including designated 1st aider.</li> </ul>	Equipment: Balls
<b>Teacher Notes:</b>	<ul style="list-style-type: none"> <li>This is the first lesson in the 'Ball Control' unit of work. The aim of the lesson is to give the children the opportunity to explore a ball. The children will have the opportunity to explore how the ball moves and get used to playing with it.</li> <li>Before the lesson begins, or after the lesson has finished, discuss with the children about ball safety.</li> <li>It is important the children understand how to play with a ball safely.</li> <li>Explain that it is easy for people to fall over balls and accidents to happen if they are left around and not looked after.</li> <li>By following a few simple rules we can reduce the chance of accidents happening.</li> <li>Discuss the following safety points with the children:               <ul style="list-style-type: none"> <li>Look after your ball.</li> <li>Balls can roll away from you easily. Balls left or rolling around can be tripped over.</li> <li>Important to roll back when you are going along with a ball. Head up to avoid other children, obstacles or other use of the ball.</li> <li>Do not throw your ball, unless instructed to do so, and other children aren't obstructing.</li> <li>Always play safely and sensibly with a ball.</li> <li>Allow children an opportunity to discuss their points, give their experiences of ball skills and games.</li> <li>Review these important safety points during the lesson and throughout the unit.</li> </ul> </li> </ul>	

PE Planning		physical education medium term planning
<b>Unit:</b>	Ball Skills	Year: Foundation
<b>Learning Objectives:</b>	1. Handles tools, objects, construction, and malleable materials safely and with increasing control. 2. Understands that equipment and tools have to be used safely.	
<b>Learning Resources:</b>	Ball, Control, Ball control, Ball, Balance	<ul style="list-style-type: none"> <li>Develop own experiences and ideas.</li> <li>Understand and follow basic rules.</li> </ul>
<b>Risk Assessment:</b>	<ul style="list-style-type: none"> <li>Suitable clothing and footwear worn by participants.</li> <li>Equipment suitable for participants, safe and checked.</li> <li>Area safe and checked - any hazards removed.</li> <li>Safety information highlighted to participants.</li> <li>Ball aware of all emergency procedures, including designated 1st aider.</li> </ul>	Equipment: Balls
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**Performance** – Costumes, masks, hats, superhero gloves, musical instruments, wigs.

**Construction** – Lego, Duplo, Snap a Shape, Stickle bricks, wooden blocks, Georello.

**Investigation** – Kaleidoscopes, torches, programmable toys.

**Junk** – Range of scissors, pencils, felt pens, crayons.

**Outside** – Tyres, large plastic blocks, large wooden blocks and planks, creates, pipes, bikes, scooters, gardening tools, fidget board of locks, bolts, door handles, door chains.

**Fine Motor** – Play dough, rollers, tools, cutters, magnetic board, loose parts, fidget boards, loose parts table.

## Specific Areas

<p><b>Literacy</b></p> 	<p><b>COMPREHENSION</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p> <p><b>WORD READING</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>WRITING</b> <b>Emergent writing:</b> Build words using letter sounds in writing. <b>Composition:</b> Use talk to organise describe events and experiences. Write a simple caption independently, may write a simple sentence with support. <b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and some phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. <b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Beginning to know how to form clear ascenders and descenders. <b>Drawing Club Progression:</b> More phonetically correct words are written by child along with common words, e.g., 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult supports writing unknown words. Opportunities to demonstrate writing skills – Story maps, labels and captions for life cycles, lists.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>	<p><b>Book Corner</b> – Selection of books (fiction, non-fiction, author focus, poetry), magazines, book review writing frames, puppets and props to retell stories, story jigsaws, story stones, phonics cubes, alphabet strips, Giraffes can't dance story book and animals, The Gingerbread Man story, props and puppets with story cards to sequence. <b>Mark making</b> – Selection of writing frames, plain paper, lined paper, notebooks, sound mats, word mats, clipboards, back of unit covered with paper and some picture frames from stories. <b>Home Corner</b> – Cookbooks, recipe cards, magazines, shopping list writing frames, laptop, real life containers with labels (washing up liquid, fabric softener etc). <b>Maths</b> – Labelled resources, maths related books – counting focus, number rhymes (5 Little speckled frogs) <b>Creative</b> – Labelled resources, texts linked to artists/techniques, small world Tamworth signs and leaflets about parts of Tamworth. <b>Performance</b> – Puppets and story props, nursery rhymes, microphone toys. <b>Construction</b> – Writing frames for design ideas, question prompts, display for ideas, laminated signs for children to write their names on to display with their models. <b>Investigation</b> – Texts linked to Spring, Spring and growth vocabulary, speech bubbles on display, big book of our investigations.</p>
<p><b>Phonics</b></p>	<p><b>We follow the Wandle learning trusts Little Wandle, Letters and Sounds scheme. Please see separate planning and overviews for learning progression. Continue the Phase 3 lessons.</b></p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>	<p><b>Junk</b> - Writing frames for design ideas, question prompts, display for ideas, labelled resources to access freely. <b>Outside</b> – Story circle (tyres, books, cushions), language in maths area e.g. part, whole, numerals, writing frames in the construction area, number plates, bug hotel language, books related to different areas as appropriate, clipboards, pens, pencils, crayons, paper, notebooks, chalk boards, chalk, name cards.</p>
<p><b>Mathematics</b></p> 	 <p>The collage includes the following books: Mr Wolf's Week by Colin Hawkins; Quack and Count by Keith Baker; The Bad-Tempered Ladybird by Eric Carle; The Elephant and the Bad Baby by Elfrida Vipont; Jim and the Beanstalk by Raymond Briggs; Simon Sock by Sue Hendra and Paul Linnet; Jaspers Beanstalk by Nick Bateman and Mick Sledge; Anno's Counting Book by Anno; Pairs! in the Garden by Sarah Crossan and Lisa Green; Titch by Pat Hutchins; and Tall by Jez Alborough.</p>	<p>Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing &amp; ordering</p>	<p><b>Book Corner</b> – Stories related to mathematical language, counting books, Numberblocks magazines, numbered houses. <b>Mark making</b> – Numeral tracing sheets, linked to number taught each week. <b>Home Corner</b> – Cookbooks and recipe cards, scales, toy telephone, toy laptop, plates, bowls, cutlery and cups of different sizes. <b>Maths</b> – Natural objects, Numicon, Unifix, shape boards, interlocking cubes, numerals cards, number lines 0-10, counting books, teddy counting train, representations of number of the week.</p>

Numbers 7, 8, 9	Represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.
Making pairs.	Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.
Combining 2 groups	Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.
Length and Height	Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)
Time	Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.



Building 9 and 10	Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.
Comparing numbers to 10	Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.
Composition to 5	Using a 5 frame. Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.
3D shapes	Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.
Pattern	Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.

**NCETM**  
 Subitising:  
 • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

Cardinality, ordinality and counting:  
 • continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.

Composition:  
 • explore the composition of odd and even numbers, looking at the 'shape' of these numbers  
 • begin to link even numbers to doubles  
 • begin to explore the composition of numbers within 10.

Comparison:  
 • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

**Understanding the World**

**Chronology:**  
 Talk about and understand changes in their own lifetime, by creating a personal timeline.

**Enquiry:** Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.

**Creative** – 2D shapes, sponge shapes, Numicon, paint, crayons, pencils.  
**Performance** – Counting rhymes (5 Little Speckled Frogs), props of varying sizes.  
**Construction** – Tape measures, rulers, interlocking cubes, bricks of different sizes.  
 Investigation -  
**Junk** – Boxes of different sizes, cardboard tubes differing in size, tape measures, rulers.  
**Outside** – Coat hanger balance, natural objects, moveable wooden number line (0-20 but adjustable), 2D and 3D shapes, guttering pipes, tape measures, large plastic blocks, large wooden bricks and planks, numbered parking spaces, petrol pump, wildflower area.

Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.

Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.

Using a 5 frame. Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.

Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.

Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.

**NCETM**  
 Subitising:  
 • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

Cardinality, ordinality and counting:  
 • continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.

Composition:  
 • explore the composition of odd and even numbers, looking at the 'shape' of these numbers  
 • begin to link even numbers to doubles  
 • begin to explore the composition of numbers within 10.

Comparison:  
 • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.

**Creative** – 2D shapes, sponge shapes, Numicon, paint, crayons, pencils.  
**Performance** – Counting rhymes (5 Little Speckled Frogs), props of varying sizes.  
**Construction** – Tape measures, rulers, interlocking cubes, bricks of different sizes.  
 Investigation -  
**Junk** – Boxes of different sizes, cardboard tubes differing in size, tape measures, rulers.  
**Outside** – Coat hanger balance, natural objects, moveable wooden number line (0-20 but adjustable), 2D and 3D shapes, guttering pipes, tape measures, large plastic blocks, large wooden bricks and planks, numbered parking spaces, petrol pump, wildflower area.

Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.

Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.

Using a 5 frame. Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.

Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.

Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.

**NCETM**  
 Subitising:  
 • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

Cardinality, ordinality and counting:  
 • continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.

Composition:  
 • explore the composition of odd and even numbers, looking at the 'shape' of these numbers  
 • begin to link even numbers to doubles  
 • begin to explore the composition of numbers within 10.

Comparison:  
 • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

**Book Corner** – Books linked to families around the world, books about Easter, Holi, St David and St Patrick. The Gingerbread man and props, Giraffes can't dance book

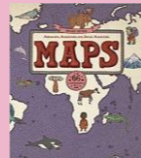


**Respect:**

Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter, Holi, St David’s and St Patrick’s Day)

**Mapping:**

Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.



**Enquiry:**

Comment and ask questions about their immediate environment. Find out more about life cycles. Identify key features of a life cycle of a plant and animal, explain what plants need.

Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants.

and puppets, non-fiction books about Spring and growing, books created by Ashcroft students in the past.

**Mark making** – Mother’s Day and Easter writing frames, special me writing frames, body outlines to label, maps, treasure maps and map templates, plain paper, lined paper, notebooks, clipboards.

**Home Corner** – Family photos, common packaging on real life items (washing up liquid bottle, fabric softener bottle etc)

**Maths** – Maps, positional language, bee-bots and programmable mice on grid with familiar rooms (lounge, kitchen, bathroom, bedroom etc).

**Creative** – Family photos, paints, wool, googly eyes, collage materials, houses and homes photos, shape printing, shapes to draw around.

**Performance** – Pirate costumes, treasure maps, costumes (linked to family jobs rather than princesses etc).

**Construction** – Wooden bricks, Duplo, Lego, Stickle Bricks, Snap-a-Shape, interlocking cubes, prompts for building.

**Investigation** – Books about Spring and growing, magnifying glasses, growing objects, e.g. beans, bulbs, cress seeds,

**Junk** - Houses and homes photos from locally and around the world, boxes and packaging, bubble wrap, cardboard tubes, egg boxes, plastic pots, tape, glue, scissors.

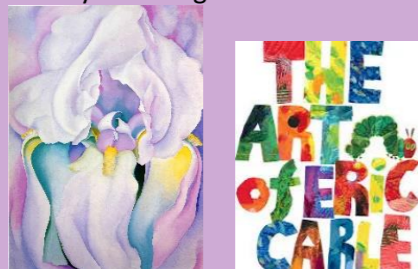
**Outside** – Magnifying glasses, mirrors, coloured Perspex sheets, large plastic blocks, large wooden bricks and planks, wildflower area, bug hotel.

**Expressive Arts and Design**



Create collaboratively sharing ideas, resources, and skills  
Combining different media and skills.  
Exploration of colour mixing for Holi.

Artist study – Georgia O’Keefe and Eric Carle



**Songs and poems:**

**Songs:** Lay a little egg for me, Spring Chicken, Five little speckled frogs.

**Poems:** **Spring Wind, Hungry Birdies, A Little Seed.**

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

**Book Corner** – Books from Artists, focussing on Georgia O’Keefe and Eric Carle, traditional tales, hand puppets, stick puppets, finger puppets, puppet theatre, story stones,

**Mark making** – Plain paper, lined paper, clipboards, notebooks, pens, pencils, felt pens, pot stickers.

**Home Corner** – Pots, pans, cookbooks, cameras, notebooks, pencils, crayons.

**Maths** – Maths nursery rhymes and songs with props to use when performing.

**Creative** – Paper, paint, collage materials, glue, stencils, scissors, printing equipment.

**Performance** – Costumes, props, range of musical instruments, microphone toys.

**Construction** – Lego, Duplo, Stickle bricks, design templates, shelving for self-display.

**Investigation** – Magnifying glasses, light exploration, magnets, wooden blocks.

**Junk** – Selection of boxes, glue, tape, design template sheets, photographs of design ideas.

**Outside** – stage, props, costumes, musical instruments, selection of books and laminated nursery rhymes.

