

Physical Development (Self, Others, Beauty):

Children to engage in daily writing practise to build up their writing strength.

Children to independently fill up and use spray bottles to water their sunflower seeds.

Children to make their own Bad-Tempered Ladybirds with salt dough, painting them afterwards.

Handwriting practise – a different letter every day.

Outdoor physical development challenges.

Personal, Social and Emotional Development (Self, Others):

When looking at the stories, if opportunities arise, discuss how characters are feeling. How do the children know?

Children to look at pictures of themselves (baby, toddler and now) what do they notice? How have they grown?

Discuss the bad-tempered ladybird with the children. Were his words kind? How about the friendly ladybird? Do you think the BTL will make better choices in the future?

Texts for this Half Term:

The Very Hungry Caterpillar, The Tiny Seed, The Bad-Tempered Ladybird, The Mixed-Up Chameleon, The Extraordinary Gardner and Brown Bear Brown Bear What Do You See?

Understanding the World (Beauty):

Understand the life cycle of a chick. How do they begin their life, how do they become a chick? How can we look after the eggs and chicks?

Children to understand how plants grow and what they need to do this. Do they need water, lots of sun/little bit and what kind of temperature outside?

Children to plant their own sunflower and cress seeds and care for them.

Caterpillars – Introduce and watch them grow; take pictures as they grow.

Understand how we change and look at this through pictures of ourselves.

Communication and Language (Self, Others):

Children to make predictions about what will happen in the stories.

Encourage the children to ask questions about each story we read. Is there anything they want to explore more after reading the story?

Small world scenes for the children to explore with friends.

Children to explore soil with different gardening tools. What do they notice? Can they explain/help a friend plant a seed and look after it?

Role play – Garden centre and café, children to choose indoor role play.

Watch Me Grow Concept: Environment Spring Class Summer 1 2025



**SPRING CLASS OUTCOME:
Wednesday 21st May 2.30pm**



Expressive Arts & Design (Self, Others):

Explore colour mixing in order to paint pictures of flowers.

Provide instruments for children to create music and dances that reflect the hungry caterpillars' journey, such as a fast and slow tempo when he's eating lots or is full.

Can the children use different textures to make their own hungry caterpillars?

On a large piece of paper, draw the outline of the hungry caterpillar and butterfly and the child to collage.

Children to decorate plant pots for our outdoor area.

Children to make their own bad-tempered ladybirds.

Literacy (Self, Others, Beauty):

Encourage the children to think of what type of food they might eat if they were a hungry caterpillar. Children to draw it and add a label/short caption.

Children to plant their own seeds and write instructions to go with them.

Children to engage in daily writing challenges to build their writing confidence and independence.

Labelling flowers and plants.

RWI Phonics – Set 2 sounds

Author for this half term is Eric Carle.

Mathematics (Self, Others):

To 20 and Beyond

Explore numbers between 10 and 20 using different concrete objects (tens frames, Numicon, Multilink, beads, and beans).

Looking at 'How Many Now' through basic addition and subtraction stories and sentences.

Sharing games, such as snakes and ladders where the children need to move beyond 10. Encourage the children to subitise when rolling the dice.

Children to measure the lengths of their sunflower and watch them grow.

Children to order the days of the week, reflecting on the hungry caterpillar story.

SPRING CLASS RE (Self, Others, Beauty, Beyond):

Continue to ask children about self, others, beauty and beyond in their everyday learning. When writing reflections for worship as the children to reflect on which area of spirituality it is linked too.

This half term we will be learning about 'Power' through the Hindu God Ganesh.

What are my experiences of power?

How does power affect what I do?

What does power mean?

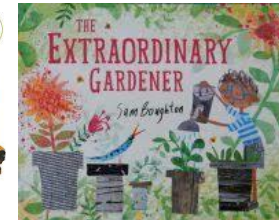
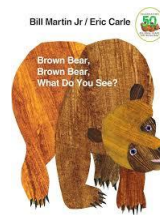
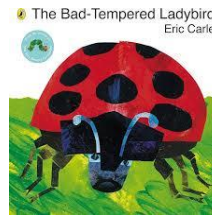
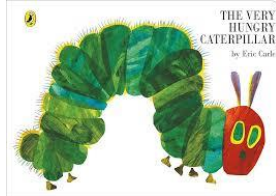
What are some Hindu stories about powerful Ganesh?

What do we think about Ganesh's power?

Some ideas of things you might like to do at home

Focus Texts and Focus Authors

During this half term, our topic will be 'Watch us Grow'. Our topic will start with a focus on 'The Tiny Seed' by Eric Carle. We will be looking at what plants and flowers need to grow and thrive and then having a go at planting some of our own. We will also look at some more of Eric Carle's books as well as non-fiction books about plants and flowers. Below are pictures of some of the texts we will be looking at. Do you have any stories at home from these authors? Have you read any of these books before?



Topic

- Caring for and growing plants or flowers in your garden.
- What flowers can you see while on a walk? When do they come out or do you see them all year around?
- Going on a nature adventure/ bug hunt, what can you find? Where do certain insects live?
- Drawing or painting pictures of your favourite flowers.
- Looking at family photographs and seeing how people have grown and changed.

Literacy

Practicing writing short sentences (nothing fancy unless they want too!) with more independence. Sentences like 'a big cat' or 'a red bus'. The children know about using 'Fred fingers' to help them work out how many words they need to write.

Continuing to spot sounds and special friends from our phonics lessons. Next to this box are the Set 2 'special friends' we have been learning.



Maths

Numbers to 20 and beyond:

Can your child confidently count up to 20 and further? Games such as 'hide and seek' are fantastic for this and practicing that number sequence. You can also play games such as 'tell me the number that comes next' where you might say 15, 16... and they say 17.

How many now? Adding and taking away:

Practising this in everyday life is the best way to get your child to apply their knowledge. We had 2 apples in the bowl and now we have bought 4 more, how many now? We had 6 bananas and I've eaten one, how many now?

Useful websites:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=early-years>

<https://www.bbc.co.uk/cbeebies/games>

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=1>