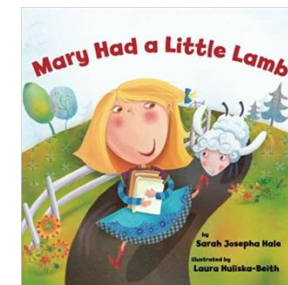
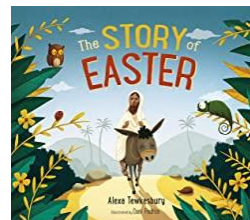
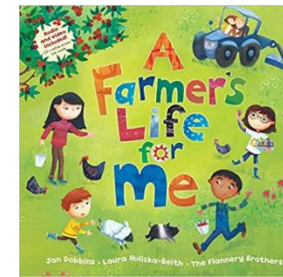
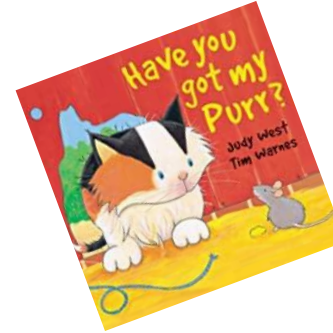


What's it like in the countryside?

This half term, children will consider somewhere in the UK that is different than their own environment. They will look at 'The countryside'.

1. Children will understand what it is like in the countryside and what they may see if they went there.
2. Children will explore some of the animals they may find on the farm and will learn the song 'Old Macdonald had a farm'
3. Children will begin to explore lifecycles and look at baby animals. They will consider how they grow and change over time.
4. Children will plant seeds and talk about how they change over time. They will think carefully about what they need to keep the plants healthy.
5. Children will consider some of the vehicles that you may find on a farm. They will look at pictures of farming in the past and will talk about how things have changed.
6. Children will explore the new life that has grown in spring.
7. Children will learn the Easter story and make links to new life.



What's it like in the countryside?



Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Literacy

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. **Phase 1**

Mathematics

- Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat and round.
- Combine shapes to make new ones.
- Make comparisons between objects relating to size, length, weight and capacity.

Children will use shapes appropriately for construction.

Seasonal Activities

Lent, Easter, St David's Day, St Patrick's Day, Passover, Mother's Day

Outside Learning

Children will create models of cities and roads. They will role play journeys across the big city. They will act out and retell stories and create puppet shows.

Effective Teaching and Learning

Playing and Exploring – playing with what they know and being willing to 'have a go'

Active Learning- Being involved and concentrating, keeping trying and enjoying the achievements that they make.

Creating and Thinking Critically - Having their own ideas, making links and choosing ways to do things.

R.E.

What is Easter?

Physical Development – Ball skill focus

- Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things

Personal, Social and Emotional Development

- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts.

Expressive Arts and Design

- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

British Values

Children will learn about respect for families when making different mother's day cards.