

EYFS possible lines of development

	Spring 2 Reception	<p><i>2b: Growing</i></p> Wk 1: how we grow Wk 2: how plants grow Wk 3: how chicks grow	<p>Hook: Animal magic</p> <p>Outcome: Creating a poster with writing and drawings in relation to the experience they have had at Animal Magic.</p> <p>Hook: Visit from a real life animal</p> <p>Outcome: To be able to write a list of things we have to do to take care of an animal.</p>
<p>Personal, Social and Emotional Development</p> <p>Challenges: Each morning tell the children which group WWW will be watching that day. At the end of the day find out who is WWW's challenge champion. Reward this child with a certificate/prize. Continue to support children to tick their name on WWW's super challenges once they have completed it. Children should independently choose where to put completed work, either in the CT's good tray or in their special box.</p> <p>RRS: Continue reminding children of what their rights and responsibilities are, linking to our class charters e.g. it is our <i>responsibility</i> to eat our fruit and drink our milk.</p> <p>Circle times:</p> <p><i>Week 1:</i> Peace What does peace mean? Where can we find it?</p> <p><i>Week 2:</i> What can we do to make others feel peace? Or yourself?</p>	<p>Communication and Language</p> <p>Stories: Support the children to join in with repeated refrains in the story and anticipate what might happen next. As a class/small groups recall what happens in the story. Can the children identify patters in the stories e.g. what happens to the 'good' and 'bad' characters at the end of stories.</p> <p>Role play: Children to use a variety of language to imagine and recreate the roles of the characters from the story. Support children to use a 'storyline' in their play. Model how to act out the stories using character masks to support.</p> <p>Books: <i>Growing</i> <i>Week 1: the gift of the sun</i> Children to understand there are different cultures in the world. Children to understand the sun is a very important part of life. Children to be able to list the various different things the sun provides us with.</p> <p><i>Week 2: The Green Line</i></p>	<p>Literacy</p> <p>Talk for Writing</p> <p><i>Core text: Titch</i> <i>Wk 1, 2, 3: captions/ questions</i> <i>Wk 4, 5: recounts</i></p> <p>Writing assessments: week 1/ week 7</p> <p><u>Talk for writing weekly timetable:</u></p> <p>Monday: Teach TFW/ immitate text</p> <p>Tuesday: Drama</p> <p>Wednesday: Teaching strand focus</p> <p>Thursday: Teach TFW/ immitate text</p> <p>Friday: Teaching strand focus</p> <p><i>Write away:</i></p>	

<p><i>Week 3:</i> Research other places around the world, do they have peace?</p> <p><i>Week 4- 5:</i> looking after the environment- how do we lk after our environment? How do we care for others? Why is it important? Why are living things important?</p>	<p><i>What is the setting of the book? What can we see? What do you think the tree, leaves, flowers feel like?</i> <i>Read story and discuss what a plant needs to grow and how they change over time.</i> <i>Look at a range of non-fiction books linked to plants.</i></p> <p><i>Animals</i> <i>Don't let the elephant on the bus.</i> <i>What animals were listed in the book? What were they doing? Which part of the book was your favourite? Why? Which part would you change? Why?</i></p> <p><i>Mr Tiger goes wild!</i> <i>What would you do if you were Mr Tiger? What was the first thing he did when he was free? Children to discuss and list animals within the story and create their own fully dressed animals.</i></p> <p><i>Whale and the snail</i> <i>Introduce and discuss repetition. Where can you hear the repetition? Can we make our own repetition? As a class come up with a list of repetitive words. What happens to the snail at the end of the book? Were the characters nice? Why?</i></p>	<p>Every day, children will write independently for three minutes in writing books, based on a simple modelled sentence.</p> <p>G&T: connectives HA: full sentence, capitals, full stops. MA: formed sentences/ finger spaces LA: intial sounds/ simple words</p>
<p>Physical Development P.E: Continue to support and encourage the children to become increasingly independent when getting changed for P.E.</p> <p>Focus: Early Gymnastics. <i>Weeks 1:</i> Main focus: moving in different ways</p> <p><i>Week 2:</i> Main focus: rolling</p> <p><i>Week 3:</i></p>	<p>Mathematics <i>Week 1 and 2 and 3:</i> Addition and subtraction and the inverse Children to add the sea creatures, leaves and people they can see. Children to take items away and to be able to determine the right answer. Once the children establish how to add and take away, teach them how to find the inverse of the answer. Children should always check and find the inverse before moving onto the next question.</p> <p><i>Week 4 and 5:</i> Estimation</p>	<p>Understanding the World</p> <p><i>Growing</i> <i>Week 1:</i> Living and non-living. Look at characteristics of living and non-living things. How do we know if something is living? What do they do? Eat, move and go through a lifecycle. Explore and discuss the differences. Sorting living and non-living things. Lok at how humans grow- discuss differences from when we were babies to what we can do</p>

<p>Main focus: rolling</p> <p>Handwriting: Continue handwriting in books each week on the tramlines. LA to have a page with tramlines and a page without MA to write lowercase letters on the tramlines HA to write lowercase letters, capital letters and words beginning with each on the tramlines in their books.</p> <p><i>Week 4:</i> s, u <i>Week 5:</i> f <i>Week 1:</i> y</p> <p>On handwriting days, have tram lines out for all children to practice nelson script.</p>	<p>Children to estimate how many fish they can see today. How many can they estimate how many fish are in the sea? Does it look like more than 10 or less than 10? More than 5? Or less than 5?</p>	<p>now.</p> <p><i>Week 2:</i></p> <p>Watch 'cress seeds' video using Espresso. Discuss what they need to grow. Each group to plant cress seeds using cotton wool, soil or tissue. Each day look at the seeds to see how they are changing. Which seeds grow the most during the week?</p> <p>Look at different plant pictures. Can the children name any plants? As a whole class label parts of a plant and tree using Espresso activity (New life-plants). Children to then draw their own picture of a plant or tree and label the parts (link to Literacy). Use Purple mash animation program to show a growing seed and use photos.</p> <p>Introduce the children to the different seasons of the year. Look at pictures and discuss what happens in each. What season do we plant see/do plants grow?</p> <p><i>Week 3: The life cycle of a chick</i></p> <p><i>Lok at pictures and discuss the life cycle of a chick. With children, discuss the incubated eggs and predict what will happen o them. Over the course of the week, keep a picture/video diary of what is happening at each stage.</i></p>
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<p><u>Expressive Arts and Design</u></p> <p><i>Week 1:</i></p> <ul style="list-style-type: none"> • Collage a body • Draw myself using mirrors • Draw an eye in detail <p><i>Week 2:</i></p> <ul style="list-style-type: none"> • Observational paintings/drawings of a bunch of flowers. Dissecting a flower to look at the inside of it (carnation). Making a plant using collage materials. Use real seeds/petals/leaves to make flower pictures. Plant playdough mats. Leaf and flower prints with paint. • Re-cap on what a life cycle is and discuss the life cycle of a butterfly. What do they start as, what happens next? 		

- Sequencing life cycle pictures.
- Each class to have a live butterfly garden. Children to observe the changes which happen on a daily basis. Create a class caterpillar diary.
- Grow a bean
- Leaf/tree rubbings

Jungle:

- I can create a plan/leaf
- I can create a jungle scene
- I can draw animals that live in the jungle

Sea:

- I can make jellyfish
- I can draw fish using different materials
- I can collage fish
- I can make crabs using my hands
- I can make an octopus
- I can make a coral reef