Primary Focus

Reading:
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.
- They demonstrate understanding when talking with others about what they have read.

Understanding the World

The world:
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.
- They talk about the features of their own immediate environment and how environments might vary from one another.

Expressive Art and Design

Media and Materials:
- Constructs with a purpose in mind, used a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Secondary Focus

Understanding the World

People and the Community

Skills:
- Children will be taught that all families are different and that they celebrate in different ways.

The World

Skills:
- Children will draw a map of their school environment.
- Children will participate in outdoor learning/Forest School sessions.
- Children will explore different materials and their properties.

Expressive Art and Design

Being Imaginative

Skills:
- Plays cooperatively as party of a group to develop and act out a narrative.
- Introduces a storyline or narrative into their play.

Communication and Language

Skills:
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Links statements and sticks to a main theme or intention.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Physical Development

Health and Self Care

- Children will learn to manage risk.
- Children will experience food tasting and cooking activities.
- Children can manage their own self care needs.
- Children can ask for support when it is needed.

Moving and Handling

- Children will hold a pencil correctly to form recognisable letters.
- Children will explore climbing equipment and exploring moving in different ways.
- Children experience a range of gross and fine motor skills.

Understanding the World

Technology

Skills:
- Children will use a paint package to draw pictures on a laptop/computer and/or iPad.
- Children will know how to operate and programme age appropriate technology.

PSED

Making relationships:
- Explains own knowledge and understanding, and asks appropriate questions of others.

English

- Children will write labels, captions, lists, stories and sentences.
- Children will sequence events.
- Children will practise forming letters correctly.
- Children will write riddles and ask questions.
- Children segment the sounds in simple words and blend them together.
- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.

Maths

- Children will explore subtraction.
- Children will explore symmetry.
- Children will recognise coins and use them in role play situations.
- Children will explore doubles.
- Children will explore length and use language related to measure.
- In Number Sense, children will have learned number bonds to 5.
Why do Ladybirds have Spots? EYFS Spring 2 - Year A

Pre-teach/Prior knowledge:
- Understanding of Autumn and Winter
- Understanding of some different celebrations
- Name some common mini-beasts

Hook:
Begin the topic with a large spider web filled with mini-beasts and a curiosity cube linked to bug hunting and minibeasts. Share the book 'Mad about Minibeasts' by Giles Anderson.

Together, create a mind map of all the things the children already know about minibeasts and set up an investigation area with questions that the children want to answer throughout the topic.

Vocabulary:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minibeasts</td>
<td>Minibeasts are ‘small creatures’, like worms, snails, insects and spiders.</td>
</tr>
<tr>
<td>Plants</td>
<td>Grasses, trees, vines, vegetables, cactuses, ferns and mosses are plants.</td>
</tr>
<tr>
<td>Habitat</td>
<td>Where plants, animals and other organisms around the world live</td>
</tr>
<tr>
<td>Environment</td>
<td>the surroundings or conditions in which a person, animal, or plant lives</td>
</tr>
<tr>
<td>Growth</td>
<td>The growth of a person, animal, or plant is its process of increasing in size</td>
</tr>
<tr>
<td>Life-cycle</td>
<td>A life cycle is a series of changes that happens to all living things</td>
</tr>
<tr>
<td>Winter</td>
<td>The season when the weather is cold.</td>
</tr>
<tr>
<td>Spring</td>
<td>The seasons where the weather begins to get warmer and the flowers and plants begin to grow.</td>
</tr>
</tbody>
</table>

New Experiences and the HEARTS Promises.

Look for worms and minibeasts

To care for an animals or pet

Produce Natural Art in the Style of Andy Goldsworthy

Explore the work of Darwin through The Great Plant Hunt

Join in with our gardening party with friends and family

Let's Investigate:
Where do minibeasts live? How do minibeasts move? How is a woodland different to a town? Why are bees important?