



# EYFS YR – Spring – Born to Bloom

## What grows and changes in spring?



### PSED

We will continue to follow our familiar routines and expectations of school life. During this time, the children will learn through story, role-play and group games how to negotiate with others. They will learn how to use their voices to communicate their needs and feelings with others. They will also learn about how to show sensitivity to others. To support this they will build on their learning from Autumn around everyone being unique and having different strengths and weaknesses. The children will also become more independent in this term when we ask them to try and solve their own problems before asking for help. **#resilience**

### COMMUNICATION AND LANGUAGE

This topic is very language and communication based as we ask the children to observe and describe the world around them. The children will learn to become speakers that are more confident by talking and listening in groups and whole class scenarios. The children will learn to be more effective listeners by recalling back what another child has said. They will also draw on their own experiences outside of school to discuss events in detail. The children will learn how to use language to imagine and recreate roles and experiences. They will develop their questioning skills focusing on who, what, where, how and why.

### PHYSICAL DEVELOPMENT

**Multi-skills and Invasion:** The children will build on their previous skills from the Autumn term and develop more team-work tactics. They will focus and practice different ball skills and link these into invasion games.  
**Dance-** The children will listen to different types of music and learn how we can use our bodies to move for different purposes. They will learn how to combine movements in order to express feelings or convey messages.

### LITERACY WORD READING

**Phonics:** We will continue to work through the Initial Code in Sounds Write. We will further develop our ability to decode CVC words and alongside this we will begin to read longer captions and sentences. The children will play sound swap games to manipulate and change words. We will practice reading over words we are very familiar with without the need to segment and blend. This will support our speed and fluency.

### LITERACY COMPREHENSION

**Reading:** Emerging ourselves in stories is a priority in Reception. We have shared reading daily. We will look at the difference between fiction and non-fiction. We will learn the different features and even begin to create our own texts eg fact files and stories. We will discuss stories in-depth focusing on putting the events in the correct order and working out how a story starts and ends.  
**#shareastory**

### LITERACY WRITING

We will use our knowledge of fiction and non-fiction texts to write for a range of purposes. This is the term where we learn to write in a range of different ways. We will write healthy shopping lists, caption spring photographs and create our own fiction and non-fiction text. We will use our knowledge of animals to create a fact-file and innovate a simple story to create our own.

### EAD BEING IMAGINATIVE

Through Dance we will begin to explore different ways of moving our bodies. We will link this to our topic of the farm and animals and look at different ways we can move to portray animals. We will also explore different life cycles through dance, in particular plants and flowers. We will also role-play a farm shop in our home corner **#creativeexpression #enterprise**

### MATHEMATICS

Following White Rose Maths we will begin the term focusing on 'Alive in 5'. We will focus on the representation and composition of numbers 1-5. The children will learn how to represent numbers in different ways and focus on how we can make the number 5 in different ways. This will follow onto 'Growing 6,7,8' where we will continue our number work. We will also draw on our prior knowledge and experience of grouping and sorting to compare quantities, mass and capacity. The children will use language linked to time when discussing events in their day. **#makingconnections**

### EAD USING MEDIA AND MATERIALS

We will learn to make a plan of what we want to achieve before we make something. We will start a junk model of an animal/ farm equipment and begin by building it using construction. We will then draw and label our model and begin to think about what materials we will need. The children will then be encouraged to verbally reflect on their project. **#justify**

### UTW PAST AND PRESENT

We will build on our knowledge of changes over time to focus on life cycles. We will look at our own life cycle and then ones of different animals. We will focus on farmers and the work they do. The children will look into a farmer's job and how this has changes over time. We will use time specific vocabulary when discussing pictures and photographs to develop an understanding of chronology. **#investigate**

### UTW THE NATURAL WORLD

This is a big focus for this topic as we describe and observe the changing world around us. We will learn facts about animals, their habitats and what they need to survive. We will also learn about different life cycles of plants and animals. The children will observe the changes of Spring and compare these to other seasons. We will also learn about how food is grown and made around the world.  
**#explore**

### PEOPLE, CULTURE AND COMMUNITIES

We will discuss people and jobs in our local area linking to the work on a farm. As we explore a farmer's life and job, we will discuss how this contributes to the community. Our work on fruit and vegetables will deepen our understanding of food and where it comes from. We will look at Chinese New Year and how they celebrate, with a specific focus on food. **#investigate**

### ENHANCEMENT

We will experience the Chick Hatching Programme and the Butterfly Pavilion where we get to observe life cycles. We will also visit the farm to look at the life of the farmer, where milk comes from and learn about other animals.

### CELEBRATION

We will have created a fact-file on either a chick or a butterfly and will share these with another class.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative Expression

Enterprise

Justify