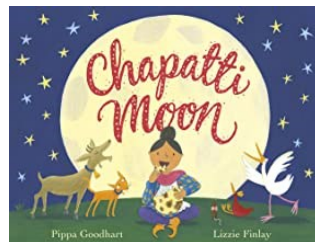
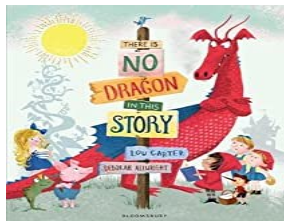
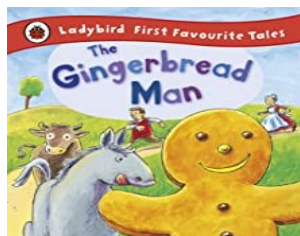
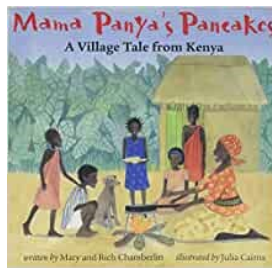
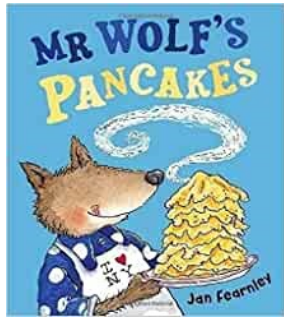


Key Books



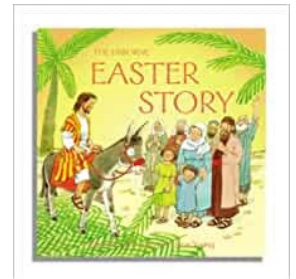
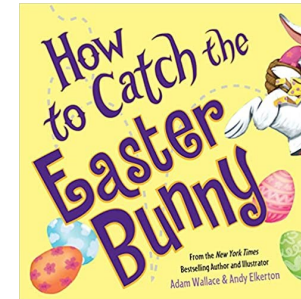
FS2 Tell Me a Story (Traditional Tales)



Key Vocabulary

Traditional	Suddenly
Author	Beginning
Illustrator	Problem
Setting	Solution
Character	End
Plot	Easter
Villain	Spring
Event	Similar/ different
Once upon a time...	Stranger

Special Events



Easter

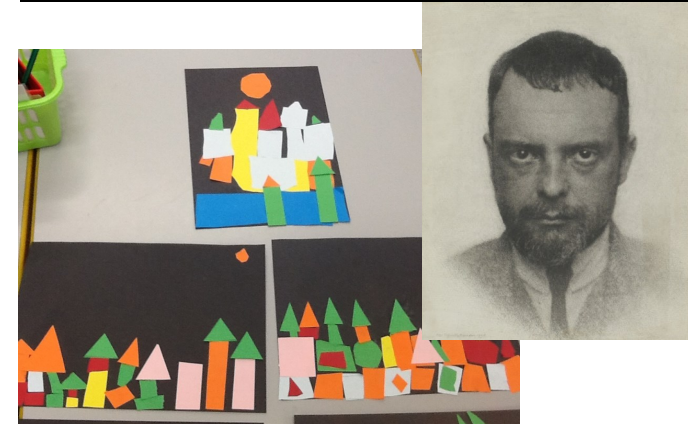
Other Experiences

Learning about Easter / signs of spring
Outdoor numbered egg hunt
Designing repeating patterned egg designs. Design a trap to catch the Easter Bunny.

Traditional Tales and characters

Other Experiences

Talking about other cultures, noticing similarities and differences in stories, Following instructions, making maps, and leaving clues. Stranger Danger.



Significant Person— **Paul Klee**

Understanding of the World (UW)

Make maps and give directions home
Follow recipes
Explore different cultures and food

Expressive Art and Design

Observe and paint daffodils.
Role play Traditional stories
Create and tell own stories.
Make Clay Gingerbread men
Create potions



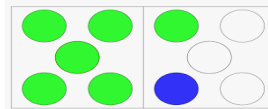
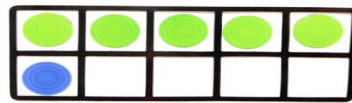
Create own Sweet shop
Add instruments to stories, songs and poems

Mathematics

Explore the composition of numbers within 10.

We will continue to learn how numbers are made through exploring number bonds. We will also be exploring doubles within numbers.

Number bond: a number bond is a simple addition sum which has become so familiar that a child can recognise it and complete it almost instantly. Children will notice patterns within numbers and begin to recall some facts. We will use different visual representations to support recall of facts.

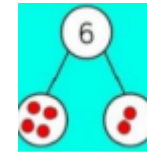


We will continue to work on our subitising and use this to help with our doubles.

Subitising is the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.



Questions to ask at home:
Can you see any patterns?
Can you use the patterns to find the whole?



Questions to ask at home:

What is the whole?
How many parts do you need to sort it into?
What could the parts be?
Are there any other ways?



Religious Education

Signs of Spring:

What is spring? Looking for the signs of spring on a spring walk: Going on a spring hunt! Ipad; take photos of the signs of spring using a check-list.

The Easter Story:

Who is Jesus? We will learn about why we celebrate Easter.

Physical Development

Fine Motor

Woodwork
Dough and pen disco



Gross Motor

Daily Outdoor activity
PE Focus Dance
Fairytale,

Writing

Through phonics and writing opportunities throughout provision we will spell to write CVC (Consonant, Vowel) and CVCC words independently using the initial code. We will spell some irregular common (tricky) words e.g., the, to, no, go Independently. begin to orally compose and write simple sentences.

The rat met the men.

Handwriting

We will continue to focus on good pencil grip and forming letters correctly

Reading

We will continue to reinforce sounds from the initial code and begin to read these in words with 4 sounds (trap, jump) We will also learn to read longer polysyllabic words. (words with more than one syllable—sandpit, desktop)

In phonics we blend and segment known sounds to read simple phrases and sentences alongside our tricky or common exception words

Tricky/ Common Exception

Words that don't follow the taught rules. E.g. **come, said**