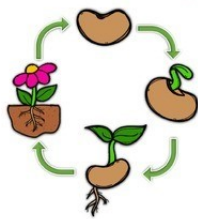


Ideas to discuss-UW/CLL

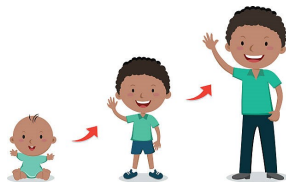


The lifecycle of plants

How to care for plants and living things

The features of an environment

I am growing too!



Reception

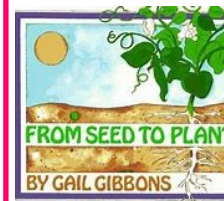
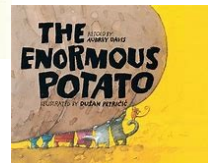
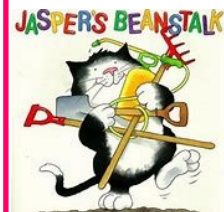
Learning Planner

Spring 2

Plants and Growing



Stories to read-Literacy



Things to create-EAD/UW

We will:

Look at similarities, differences, patterns and change.

Make observations of animals and plants.



Paint, draw and create representations of events, people and objects.

Key words to learn-Maths



flat solid round straight

curved faces corners edges

sides

Maths to apply-Maths

We name and then describe 2D shapes:

pentagon, hexagon, flat, sides, corners

We will begin to name and then describe 3D shapes:

curved, straight, faces, corners, edges



We will create and identify patterns.

(red, blue, red, blue)

We will count up to 10 objects.



We will count beyond 10.



Key skills to have-PSED

We become philosophers.

We will reflect on our actions.

We start to think beyond 'ourselves'.



We will begin to make sense of ourselves and the world around us.

We will listen and build-on our friends ideas.

Sounds to say-CLL

We continue Phase 2 sounds:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

We can read and say these tricky words:

I, no, go, to, the, into

We continue Phase 3 sounds:

j, w, v, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (moon), oo (book), ar, or, ur, ow, oi, ear, air, ure, er

We can read and say these tricky words:

he, she, we, me, be, you

We will blend sounds together to make a word.

30-50 40-60 ELG	Book Links	PSED	CLL	PD	Lit	Maths	UW	EAD
Week 1		LI: Explains own knowledge and understanding, and asks appropriate questions of others. MR	LI: Maintains attention, concentrates and sits quietly during appropriate activity. LA	LI: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. MH	LI: Can segment the sounds in simple words and blend them together and knows which letters represent some of them. R	LI: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. SSM	LI: Looks closely at similarities, differences, patterns and change. W	LI: Create simple representations of events, people and objects BI
Week 2				LI: Begins to form recognisable letters. MH	LI: Begins to break the flow of speech into words. W			
Week 3		LI: Confident to speak to others about own needs, wants, interests and opinions. SC	LI: Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. U		LI: Links sounds to letters, naming and sounding the letters of the alphabet. R LI: Hears and says the initial sound in words. W	LI: Counts out up to six objects from a larger group. N LI: To create and identify patterns SSM	LI: They talk about the features of their own immediate environment and how environments might vary from one another. ELG	LI: Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. BI
Week 4								
Week 5		LI: Understands that own actions affect other people, for example, becomes upset or tries to comfort another child	LI: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. S	LI: Eats a healthy range of foodstuffs and understands need for variety in food. HSC	LI: Begins to read words and simple sentences. R	LI: Counts an irregular arrangement of up to ten objects. N	LI: They make observations of animals and plants and explain why some things occur, and talk about changes. ELG	LI: Understands that different media can be combined to create new effects. MM
Week 6		when they realise they have upset them.			LI: Can segment the sounds in simple words and blend them together. W	LI: Counts objects to 10, and beginning to count beyond 10. N		